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ABSTRACT

An eighth grade social studies unit on Maryland studies contains three sections of material. In the first section, a two-column chart matches grade-level objectives to specific activities presented in the next section. A content outline is divided into sections of presettlement history, the early and late colonial periods, pre-Civil War development, Maryland in the Civil War, the post-Civil War period, and Maryland in the 20th century. The second section contains activities that focus on reading, discussion, guest speakers, field trips, audio-visual presentations, role plays, and individual and group projects. Each activity is presented in a chart which shows title, grade level objectives, vocabulary, skill objectives, content, activity description, materials needed, and adaptation procedures for other levels. Each chart is followed by student instructions and handouts. The final section contains a 14-page bibliography. Appendices complete the unit. (LP)

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HISTORY OF MARYLAND

AN INSTRUCTIONAL UNIT FOR THE EIGHTH GRADE SOCIAL STUDIES COURSE MARYLAND STUDIES

St. Mary's County Public Schools
Leonardtown, Maryland
1983

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SP 016 122

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1983-84

Recommended Time Frame for Implementing Maryland Studies

Maryland Studies Units	Dates	Number of Days
Geography of Maryland	September 6-October 11	25
History of Maryland	October 12-January 19	62
Career Education	January 23-February 24	24
Maryland State and Local Governments	February 27-April 19	37
Consumer Economics	April 30-June 14	32

GRADE LEVEL OBJECTIVES

ACTIVITY DESCRIPTIONS

CONTENT OUTLINE

Subject: Maryland Studies

Unit: History of Maryland

Grade Level Objectives		Activities	
5.3.8.1	Environmental factors influence the ways people in a community live and work.	8.I.A.1	Presettlement Era in Maryland. Local archeologist presents a program on the Paleo-Indians.
3.2.8.1	Community living requires cooperation within and between groups in order to achieve an optimum physical, social and cultural environment.	8.I.B.1	Presettlement Era in Maryland: Woodland Indians' Town. Deals with building a model showing the different parts of a Woodland Indian town.
		8.I.B.2	Presettlement Era in Maryland: Woodland Indians' Wigwam. Deals with building a wigwam showing how the Indians lived.
		Appendix I	Slides 17 to 21.
		8.I.B.3	Presettlement Era in Maryland: Woodland Indians' Customs. Involves a discussion or written assignment regarding Indian customs. It uses a slide presentation.
3.3.8.2	People of many ethnic groups have contributed to Maryland's heritage.	8.I.B.4	Woodland Indians and the Arrival of the First Settlers. Make a map showing the location of local tribes and discuss how the success of the first settlers was aided by the Indians.
3.3.8.1	The values, beliefs, customs, and traditions of inhabitants influence the community.	8.I.B.5	Woodland Indians and Influences of Others. Discusses Woodland Indians and the results of what the influences of other tribes and early settlers had on them.
4.3.8.2	An understanding of a community's past is basic to comprehending the present and planning for the future.	8.II.A.1	Conditions contributing to settlement.
		8.II.A.2	Reading and discussion of reasons for colony.
4.3.8.2	An understanding of a community's past is basic to comprehending the present and planning for the future.	Appendix I	Slides 158, 159.
		8.II.A.3	Calvert Family. Calvert family reading, discussion and charting.
		Appendix I	Slides 8 to 11.
4.3.8.2	An understanding of a community's past is basic to comprehending the present and planning for the future.	8.II.B.0	Early Tidewater. Reading, comparison, discussion through ITV program regarding early life in St. Mary's City.
2.7.8.1	Environmental factors influence the ways people in Maryland live and work.	8.II.B.1	Growth and Development. (Field trip with follow-up work sheet)
		Appendix I	Slides 1, 2, 22 to 31

Subject: Maryland Studies

Unit: History of Maryland

Content Outline

I. Presettlement Era in Maryland

A. Paleo-Indians and Archaic Indians

B. Woodland Indians

1. Location of Tribes
2. Customs and Lifestyle
3. Inter-Tribal Relations

II. Early Colonial Period - 17th Century

A. Conditions Contributing to Settlement

1. English Background
2. Failure at Avalon
3. Calvert Family

B. Success at St. Mary's City

1. Growth and Development of St. Mary's City
2. English Colonial Settlers

a. Gentlemen Adventurers
b. Indentured Servants
c. Protestants

Subject: Maryland Studies

Unit: History of Maryland

Grade Level Objectives		Activities	
2.7.8.1	Environmental factors influence the ways people in Maryland live and work.	8.II.B.2	English Colonial Settlers - Role-playing.
		Appendix I	Slides 247, 50, 32, 34
3.3.8.1	The values, beliefs, customs, and traditions of the inhabitants influence the community.	8.II.B.3	Black Colonial Settlers. Reading, discussion, construction of project.
3.3.8.2	People of many ethnic groups have contributed to Maryland's heritage.	8.II.B.3	Black Colonial Settlers. Reading, discussion, construction of project.
3.4.8.1	Maryland has been influenced by creative expressions of its various cultural groups.	8.II.B.4	Indian-Settler Relations. Reading and discussion.
2.7.8.1	Environmental factors influence the ways people in Maryland live and work.	8.II.B.5	Tobacco Economy. Reading, comparison and discussion.
2.2.8.1	Production and distribution of goods and services are addressed differently by different economic systems.	8.II.B.6	Tobacco Economy. Reading, comparison and discussion.
5.4.8.1	The settlement of Maryland was influenced by geographic factors.	8.II.C.1	New Areas of Settlement. Reading, comprehension and discussion.
2.1.8.1	Human wants are unlimited while resources are limited.	8.III.A.1	Maryland...Frontier. ITV Series A, Program 3. St. Mary's County #234. 20 min. tape presents westward movement in Maryland.
		Appendix I	Slides 160, 161, 35, 36, 37, 38, 39, 40, 41, 42, 43, 47, 48, 49.
1.6.8.1	Government is influenced by both supporting and dissenting groups.	8.III.B.1	Maryland...Revolutionary Times. ITV Series, Program 2. #233. 20 min. tape discusses development in Maryland before the Revolutionary War.
		Appendix I	Slides 53 to 58, 62 to 64, 44, 45, 59, 147, 162 to 167, 217, 232.

Subject: Maryland Studies

Unit: History of Maryland

Content Outline

3. Black Colonial Settlers

   a. Mathias de Sousa - Ark and Dove
   b. Indentured Servants
   c. Slavery Legalized 1664
   d. Slave Trade Increased in 1690's
   e. Few Slaves Until 18th Century
   f. Southern Maryland and Eastern Shore Had Largest Concentrations

4. Indian-Settler Relations

   a. Missions to Indians by Jesuits
   b. Indian Troubles
   c. Elimination of Indians

5. Tobacco Economy

6. Historical Background

   a. John Smith's Exploration
   b. Kent Island
   c. William Claiborne
   d. Margaret Brent
   e. Act of Toleration
   f. Protestants - in Majority
   g. Commonwealth
   h. Royal Colony 1691

C. New Areas of Settlement

   1. Providence (Annapolis)
   2. Leonardtown
   3. Port Tobacco
   4. Decline of St. Mary's City

III. Late Colonial Period in Maryland - 18th Century

A. Pre-Revolutionary Era in Maryland

   1. Reestablishment of Proprietary Government
   2. Migration West and North
   3. Economic Trends

      a. Plantation and Manor
      b. Shipping and Trade - Port of Annapolis
      c. Cash Crop System
      d. Money in Colonial Maryland

Subject: Maryland Studies

Unit: History of Maryland

Grade Level Objectives		Activities	
4.3.8.2	An understanding of a community's past is basic to comprehending the present and planning for the future.		
2.1.8.1	Human wants are unlimited while resources are limited.	8.IV.A.1	Migration to Kentucky and Other Areas. Discusses westward expansion through Maryland to other areas.
		Appendix I	Slides 75, 77, 80, 145, 146.
4.4.8.1	Conflict may occur when circumstances prevent people from achieving their goals.	8.IV.B.1	War of 1812. Deals with reading assignments concerned with the burning of Washington, Fort McHenry and other raids.
		Appendix I	Slides 147, 197, 464, 68, 69, 70, 67, 173.
5.5.8.1	Maryland has played a significant role in using improved transportation technology.	8.IV.C.1	Transportation. Deals with transportation improvement, such as C & O Canal, Chesapeake and Delaware Canal, railroads and others and how they affected westward expansion.
		Appendix I	Slides 266, 267, 268, 270 to 277, 279, 280, 170, 290-300, 302, 203, 433 to 444, 450 to 456, 248, 282 to 287, 249 to 255, 265, 81.
5.5.8.1	Maryland has played a significant role in using improved transportation technology.	8.IV.C.2	Transportation. Here and There in Maryland: Field Trips. #333 Baltimore and Ohio Railroad Museum, #341 Chesapeake and Ohio Canal. ITV videotape presentations present forms of transportation and developments in transportation.

Subject: Maryland Studies

Unit: History of Maryland

Content Outline

B. Maryland in the Revolution

1. Colonial Conditions Leading to the Revolution

a. British Colonial Policies
b. Maryland Colonial Reaction to Policies
c. First Continental Congress

2. Maryland's Role in the Revolution

a. Loyalist vs. Patriot
b. Eastern Shore
c. Maryland Units

3. Results of the Revolution in Maryland

a. Government Reorganized in Maryland
b. Effect on Churches in Maryland
c. Annapolis Convention

IV. Development of Maryland before the Civil War

A. Post-Revolutionary Era

1. Migration to Kentucky and Other Areas
2. Growth of Political Parties and Politics in Maryland
3. Social Development

B. War of 1812

1. Burning of Washington
2. Baltimore and Fort McHenry
3. Barney's Flotilla
4. Raids

a. St. Mary's County
b. Other

C. Pre-Civil War Development

1. Transportation

a. National Pike
b. C & O Canal
c. Chesapeake and Delaware Canal
d. Railroads - B & O

Subject: Maryland Studies

Unit: History of Maryland

Grade Level Objectives		Activities	
2.5.8.1	The response of business to consumer demands has influenced economic growth in the United States.	8.IV.C.3	Early Industrialization. Reading, research assignments dealing with the many different types of economic growth in Maryland.
2.5.8.1	The response of business to consumer demands has influenced economic growth in the United States.		
1.6.8.1	Government is influenced by both supporting and dissenting groups.	8.V.A.1	Maryland in the Civil War - Pre-Civil War Conditions. Writing a letter projecting conditions.
1.6.8.2	To remain effective, a government must be flexible enough to change.	8.V.A.2	Maryland in the Civil War - Slavery in Maryland. (3 to 4 days of activities possible from films, guest speakers, role-playing, and writing plays and journals..
2.2.8.1	Production and distribution of goods and services are addressed differently by different economic systems.	8.V.A.3	The Underground Railroad. Map drawing, research, play writing.
2.7.8.1	Environmental factors influence the ways people in Maryland live and work.	Appendix I	Slides 51, 52, 243.
3.2.8.1	Community living requires cooperation within and between groups in order to achieve an optimum physical, cultural and social environment.	8.V.B.1	Maryland in the Civil War - North/South Conflict within Maryland. Reading and discussion regarding Maryland sentiments.
3.3.8.1	The values, beliefs, customs and traditions of the inhabitants influence the community.	8.V.B.2	Maryland in the Civil War - A State Divided. Reading and answering questions.
3.3.8.2	People of many ethnic groups have contributed to Maryland's heritage.	8.V.B.3	Maryland in the Civil War - St. Mary's County in the Civil War. Reading and answering questions.
4.3.8.2	An understanding of a community's past is basic to comprehending the present and planning for the future.	Appendix I	Slides 83, 84, 205, 224.
4.4.8.1	Conflict may occur when circumstances prevent people from achieving their goals.	8.V.C.1	Maryland in the Civil War - St. Mary's County. Reports on people and events.
4.4.8.2	People have developed institutions through which they attempt to solve their problems.	8.V.C.2	Maryland in the Civil War - Antietam. ITV presentation. Antietam National Battlefield fr Here and There in Maryland: Field Trips.

Subject: Maryland Studies

Unit: History of Maryland

Content Outline

2. Early Industrialization

a. Flour Milling Industry

(1) Leading U.S. Market for Flour 1815-1827
(2) Growth Caused by Expansion in Wheat Farming

b. Other Industry

(1) Ship Building and Sharp-Built Schooners
(2) Textile Factories
(3) Iron Production

3. Naval Academy

V. Maryland in the Civil War

A. Civil War Conditions

1. Social Structure in Maryland

a. Southern and Eastern Maryland
b. Central and Western Maryland

2. Slavery in Maryland

a. Slave Trade - Colonial Period - 1808
b. Slave Trade - 1808 - Civil War
c. Slave Rebellion in St. Mary's County
d. American Colonization Society
e. Harriett Tubman and the Underground Railroad
f. Frederick Douglass and the Abolition Movement
g. Constitution of 1864

B. States Divided

1. North/South Conflict Within the State
2. Harper's Ferry Raid
3. Martial Law
4. Baltimore - "Maryland, My Maryland"
5. Maryland Legislature

C. Maryland and St. Mary's County - Role in the Civil War

1. Union Troops from Maryland
2. Confederate Troops from Maryland
3. Battles
4. Trade with the Confederacy

Subject: Maryland Studies

Unit: History of Maryland

Grade Level Objectives		Activities	
7.5.8.1	Laws to promote the common good, as well as to protect the individual, must be made, interpreted, supported, and enforced.	8.V.C.3	Maryland in the Civil War - Antietam Battlefield. Reading and work sheet.
		Appendix I	Slides 85, 89, 90, 101, 88, 87, 269, 91 to 100, 103-105.
		8.V.C.4	Maryland in the Civil War - Point Lookout Prison. Small group trip to Point Lookout. Information could be collected by teacher with follow-up discussion with students.
4.3.8.2	An understanding of a community's past is basic to comprehending the present and planning for the future.	8.VI.A.1	Effects of War in Maryland. Reading assignment with discussion questions dealing with the social, political, and economic effects which Maryland experienced after the Civil War.
		Appendix I	Slides 66, 106, 108, 174, 175, 190, 229, 188
4.3.8.2	An understanding of a community's past is basic to comprehending the present and planning for the future.	8.VI.C.1	Growth of Maryland: Industrialization Around Baltimore. Teacher presentation concerned with the growth of industry around and in Baltimore.
		Appendix I	Slides 392 to 401, 109, 281, 324 to 335, 256 to 262, 363 to 390, 342 to 362.
4.3.8.2	An understanding of a community's past is basic to comprehending the present and planning for the future.	8.VI.C.2	Growth of Maryland - Industrialization, The Clifton Factory. Field trip to Clifton Factory (Cecil's Mill) at Great Mills to examine flour milling and technology of late 19th century.
5.5.8.1	Maryland has played a significant role in using improved transportation technology.	8.VI.C.3	Transportation Developments in Maryland. Map activity to show the growth and improvements in transportation in Maryland in the late 1800's.
2.1.8.1	Human wants are unlimited while resources are limited.	8.VI.C.4	Oyster Industry in Maryland. By drawing a graph and reading, students show the decline of oysters harvested and the resulting oyster war.

Subject: Maryland Studies

Unit: History of Maryland

Content Outline

5. Occupation of St. Mary's County

a. Local Leaders Jailed
b. Beacon Editor Imprisoned
c. Point Lookout Prison and Hospital
d. Potomac Flotilla

VI. Development of Maryland After the Civil War

A. Effects of War in Maryland

1. Social Effects

a. Population Growth

(1) Freed Slaves
(2) European Immigrants

b. Education

2. Political Effects

a. Black Vote
b. Constitution of 1867

3. Economic Effects

B. Personalities

1. Frederick Douglass
2. Johns Hopkins
3. George Peabody
4. Enoch Pratt
5. Babe Ruth
6. Jimmy Foxx

C. Growth of Maryland

1. Industrialization

a. Around Baltimore
b. Clifton Factory at Great Mills (Cecil's Mill)

2. Transportation

Subject: Maryland Studies

Unit: History of Maryland

Grade Level Objectives		Activities	
5.2.8.1	The people of Maryland have used technology to protect and alter their environment.	8.VII.A.1	Maryland Before World War I. Reading on Baltimore fire.
		Appendix I	Slides 112 to 116, 533, 534, 537 to 540, 544 to 549, 560 to 568, 572 to 589, 121 to 123, 130 to 132, 128 to 129.
4.4.8.1	Conflict may occur when circumstances prevent people from achieving their goals.	8.VII.B.1	World War I. Reading in My Maryland - answer questions.
		Appendix I	Slides 117 to 120.
4.5.8.1	Commercial interdependence exists between Maryland and the world community.	8.VII.C.1	Between the Wars-Depression. Reading in My Maryland with questions.
		Appendix I	Slides 204, 124, 125, 126, 127.
2.7.8.3	Local and surrounding communities provide a variety of job opportunities.	8.VII.D.1	World War II. Patuxent River. List of terms to be defined and discussed.
		Appendix I	Slides 133 to 138.
5.3.8.1	Environmental factors influence the ways people in a community live and work.	8.VII.E.1	Farming in Maryland. Map reading to determine how each Maryland region uses its farmland.
		Appendix I	Slides 420 to 422, 338, 264, 401 to 404.
5.6.8.1	Every economic system provides for decision-making regarding the use of natural resources.	8.VII.E.2	Eastern Shore. ITV programs from Here and There in Maryland: Field Trips and Maryland. . .
		Appendix I	Slides 139, 143, 203, 509 to 520, 321 to 323.
		8.VII.E.3	Southern Maryland. ITV program from Maryland . . .
		Appendix I	Slides 140, 141, 142, 144, 201.
5.5.8.1	Maryland has played a significant role in using improved transportation technology.	8.VII.E.4	Central Maryland. ITV program from Here and There in Maryland: Field Trips. and Maryland . . .

Subject: Maryland Studies

Unit: History of Maryland

Content Outline

3. Economic

a. Development of Seafood Industry on the Chesapeake Bay
b. Development of the Logging Industry in Western Maryland
c. Development of Agriculture

VII. Maryland in the Twentieth Century

A. Maryland before World World I

1. Baltimore Fire
2. Everyday Life in Maryland

B. World War I
C. Between the Wars

1. Economic Boom
2. Prohibition
3. Depression
4. New Deal and Governor Ritchie

D. World War II

1. Patuxent River and Other Bases
2. War-Time Government Growth
3. REA - Electric Cooperative
4. Maryland Units in the War

E. Maryland Today

1. Economic Conditions

a. Eastern Shore of Maryland

(1) Farming
(2) Water-Related Industries
(3) Hunting
(4) Recreation

b. Southern Maryland

(1) Farming
(2) Water-Related Industries
(3) Military Installations

Subject: Maryland Studies

Unit: History of Maryland

Grade Level Objectives		Activities	
5.6.8.1	Every economic system provides for decision-making regarding the use of natural resources.	8.VII.E.5	Western Maryland. ITV programs from Here and There in Maryland: Field Trips and Maryland . . .
1.2.8.1	People have devised government to assure group survival and satisfy many of their needs, desires and aspirations.	8.VII.E.6	Shipping in Maryland. Filmstrip showing the port of Baltimore.
		8.VII.E.7	Regions of Maryland Today. Read handouts, do activities at end of each region.

Subject: Maryland Studies

Unit: History of Maryland

Content Outline

c. Central Maryland

(1) Farming
(2) Industry
(3) Government Agencies
(4) Service-Related Industry
(5) Shipping

d. Western Maryland

(1) Logging and Paper Mills
(2) Mining
(3) Industry
(4) Recreation

2. Social conditions

a. Education
b. Bay Bridge and Eastern Shore
c. Amish Migration
d. Thurgood Marshall

3. Political conditions

a. Reapportionment
b. Changes in Government
c. Constitutional Convention
d. Agnew and Mandel
e. Lee and Hughes

ACTIVITIES

TO

IMPLEMENT THE UNIT

Activity No.: 8.I.A.1

Title: Presettlement Era in Maryland

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 5.3.8.1	artifact archaeology clothing food	1. Listen when others speak. 2. Determine length of time between dates. 3. Draw conclusions based on all available information.

Content Outline Covered by Activity:

I. Presettlement Era in Maryland
   A. Paleo-Indians
      1. Lived in the Maryland Area Over 10,000 Years Ago.
      2. They Were Hunters and Followed the Migration of Animals, Many Not Extinct.
      3. The Area Consisted of Grasslands and There Was No Chesapeake Bay.

Activity:

Arrange to have Mike Humphries of the Potomac River Museum demonstrate and lecture on Indians of Maryland.

Materials:

Caudill, Roy. Maryland Historical and Geographical Atlas. Harford County Department of Education, 1981.

Manakee, Harold. Indians of Early Maryland. Maryland Historical Press, 1958.

Adaptation for Other Levels:

A trip can be arranged to the St. Clement's Island Potomac River Museum for the same purpose as above.

Title: Presettlement Era in Maryland: Woodland Indians' Town

Activity No.: 8.I.B.1

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 3.2.8.1 2. 3.3.8.1 3. 3.3.8.2 4. 3.4.8.1	community town wigwam	1. Construct a model or drawing. 2. Draw conclusions based on all available information. 3. Use materials as a source of information. 4. Use context clues.

Content Outline Covered by Activity:

B. Woodland Indians
   1. After the Glaciers Melted, the Climate Became Warmer and the Sea Level Rose, Forming the Chesapeake Bay. Forests Replaced Grasslands.
   2. The Indians Formed Tribes and Began Raising Food.
   3. The Indians Built Towns.

Activity:

Using the description of a town in Indians of Early Maryland by Harold Manakee, construct a model of an Indian town. The model can be shown to the class with an explanation of its parts and displayed in the classroom.

Materials:

Caudill, Roy. Maryland Historical and Geographical Atlas. Harford County Department of Education, 1981.

Manakee, Harold. Indians of Early Maryland. Maryland Historical Press, 1958.

Adaptation for Other Levels:

A drawing of a town could be done in class instead of the construction of a model.

Activity No.: 8.I.B.2

Recommended Time: 45 mins.

Title: Presettlement Era in Maryland: Woodland Indians' Wigwam

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 3.2.8.1 2. 3.3.8.1 3. 3.3.8.2 4. 3.4.8.1	thongs wigwam	1. Construct a model or drawing. 2. Draw conclusions based on all available information. 3. Use materials as a source of information. 4. Use context clues.

Content Outline Covered by Activity:

B. Woodland Indians
   1. After the Glaciers Melted, the Climate Became Warmer and the Sea Level Rose, Forming the Chesapeake Bay. Forests Replaced Grasslands.
   2. The Indians Formed Tribes and Began Raising Food.
   3. The Indians Built Towns.

Activity:

Using the description of a wigwam in Indians of Early Maryland by Harold Manakee, construct a model of an Indian wigwam. The model can be shown to the class and displayed in the classroom. (See Activity Number 8.I.B.1 for reading.)

Materials:

Caudill, Roy. Maryland Historical and Geographical Atlas. Harford County Department of Education, 1981.

Manakee, Harold. Indians of Early Maryland. Maryland Historical Press, 1958.

Adaptation for Other Levels:

A sequential drawing of the steps in constructing a wigwam could be done in class.

Activity No.: 8.I.B.3

Title: Presettlement Era in Maryland: Woodland Indians' Customs

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 3.2.8.1	agriculture artifacts archaeology clothing customs	1. Draw inferences and make generalizations.

Content Outline Covered by Activity:

B. Woodland Indians
   1. After the Glaciers Melted, the Climate Became Warmer and the Sea Level Rose, Forming the Chesapeake Bay. Forests Replaced Grasslands.
   2. The Indians Formed Tribes and Began Raising Food.
   3. The Indians Built Towns.

Activity:

Using The History of Maryland Slide Collection, by Instructional Resources Corporation, present a slide presentation using slides 17 to 21. The teacher or a student can discuss each slide using the following questions as a guide:

1. What does this slide show?
2. What are some related customs or activities?
3. How do the lives of these Indians compare to the Paleo-Indians? (Could make a comparison chart.)
4. Why do you think the Indians practiced this custom or activity?

Materials:

The History of Maryland Slide Collection. Instructional Resources Corporation, 1980.

Adaptation for Other Levels:

Students could do some reading or research first and write a report, answering question 2 above.

Activity No.: 8.I.B.4

Title: Woodland Indians and the Arrival of the First Settlers

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 3.2.8.1 2. 3.3.8.1 3. 3.3.8.2 4. 3.4.8.1	artifacts Nanticoke Piscataway settlers	1. Locate places being studied on maps and globes. 2. Use specialized maps. 3. Construct map according to scale.

Content Outline Covered by Activity:

B. Woodland Indians
   1. After the Glaciers Melted the Climate Became Warmer and the Sea Level Rose, Forming the Chesapeake Bay. Forests Replaced Grasslands.
   2. The Indians Formed Tribes and Began Raising Food.
   3. The Indians Built Towns.
   4. The Piscataway and Nanticoke, Who Belonged to the Larger Algonquins Tribe, Lived in Southern and Eastern Maryland.

(over)

Activity:

Using the map in Indians in Maryland as a basis for discussing the above outline, have the students make their own maps showing the location of the tribes before the arrival of the first settlers.

Then discuss how this worked to the advantage of the first settlers. Discuss if there are any lasting effects of these Indians on the area (words, artifacts, success of colony. etc.). Chaptico - It is a big white river.
Patuxent - At the little rapids in the stream.
Potomac - Where goods are brought in.
Chesapeake - Great shellfish bay.

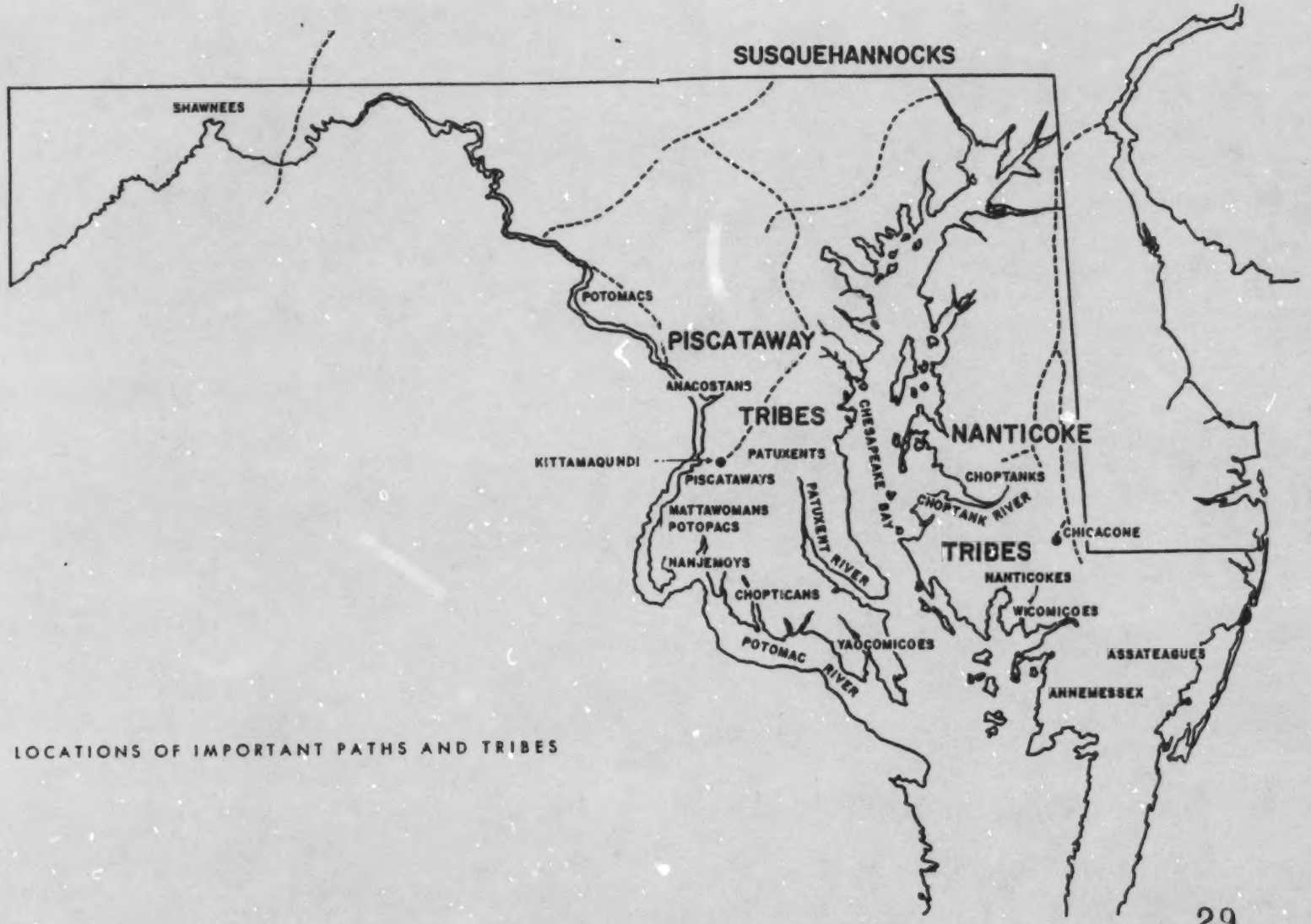
Materials:

Manakee, Harold. Indians of Maryland. Maryland Historical Press, 1958.

Adaptation for Other Levels:

Content Outline Covered by Activity: (continued)

a. The Piscataway Indians of St. Mary's County Consisted of the Smaller Chopticon and Yaocomicoe Tribes.
b. These Tribes Were Moving Out of the Area When the First Settlers Arrived Because of Attacks by the Susquehannock Indians of Northern Maryland.



LOCATIONS OF IMPORTANT PATHS AND TRIBES

Activity No.: 8.I.B.5

Title: Woodland Indians and Influences of Others

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 3.2.8.1 2. 3.3.8.1 3. 3.3.8.2 4. 3.4.8.1	clothing homes Nanticokes Piscataways religion	1. Locate places being studied on maps and globes. 2. Use specialized maps. 3. Construct map according to scale.

Content Outline Covered by Activity:

B. Woodland Indians
   1. After the Glaciers Melted the Climate Became Warmer and the Sea Level Rose, Forming the Chesapeake Bay. Forests Replaced Grasslands.
   2. The Indians Formed Tribes and Began Raising Food.
   3. The Indians Built Towns.
   4. The Piscataway and Nanticoke, Who Belonged to the Larger Algonquins Tribe, Lived in Southern and Eastern Maryland.

(over)

Activity:

Using the Maryland Historical and Geographical Atlas, have students read and complete pages 8 to 12.

Materials:

Caudill, Roy. Maryland Historical and Geographical Atlas. Harford County Department of Education, 1981.

Adaptation for Other Levels:

Content Outline Covered by Activity: (continued)

a. The Piscataway Indians of St. Mary's County Consisted of the Smaller Chopticon and Yaocomicoe Tribes.
b. Theses Tribes Were Moving Out of the Area When the First Settlers Arrives Because of Attacks by the Susquehannock Indians of Northern Maryland.

Activity No.: 8.II.A.1

Title: Conditions Contributing to Settlement

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 4.3.8.2	Avalon Calvert colonist Lord Baltimore settler	1. Listen when others speak. 2. Identify from an oral presentation a sequence of events or ideas. 3. Take notes while listening. 4. Read to find answers for discussion. 5. Relate the past to present. 6. Compare and contrast information from two or more sources. 7. Recognize values or ideas. 8. Examine personal values. 9. Recognize diverse backgrounds of people within groups.

Content Outline Covered by Activity:

II. Early Colonial Period - 17th Century
  A. Conditions Contributing to Settlement
    1. English Background
    2. Failure at Avalon

Activity:

Have students read assignment:

(outside of class)
1. My Maryland, pages 13-17.
2. Your Maryland, pages 8-14.
3. Let's Learn About Maryland, pages 7-10 top of page.
4. Maryland Historical and Geographical Atlas, pages 13-14, 22-23.
5. Maryland: Its Past and Present, pages 33-34.

Discuss with students:
1. Proprietor's reasons for establishing colony.
2. Colonists' reasons for coming to the new world.
3. Reasons for Avalon colony failure.

Teacher might encourage discussion by asking the question: If you were offered a chance to move to another planet similar to Earth, what would be your reasons for going?

Materials:

Cameron, Rita G. Let's Learn About Maryland. Media Materials, Inc., 1972.

Caudill, Roy. Maryland Historical and Geographical Atlas. Harford County Department of Education, 198[illegible].

(over)

Adaptation for Other Levels:

Materials: (continued)

Kaessmann, Beta. My Maryland. Maryland Historical Society, 1955.
Rollo, Vera F. Your Maryland. Maryland Historical Press, 1976.

Activity No.: 8.II.A.2

Title: Calvert Family

Recommended Time: 2 classes

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 4.3.8.2	ancestor Calvert Lord Baltimore	1. Listen when others speak. 2. Identify from oral presentation a sequence of events or ideas. 3. Take notes while listening. 4. Read to find answers for discussion. 5. Relate past to present. 6. Compare and contrast information from two or more sources. 7. Analyze and interpret relationship shown on a chart. 8. Collect information. 9. Realize that each person is a contributing individual. 10. Arrange facts in sequence.

Content Outline Covered by Activity:

II. Early Colonial Period - 17th Century
  A. Conditions Contributing to Settlement
    3. Calvert Family

Activity:

Begin with student homework reading assignment. Read: 1. Let's Learn About Maryland, pages 7-12.
2. Your Maryland, pages 106-107.

Discuss with students the role of each of the Lords of Baltimore and his contribution to the settling of Maryland. Students should recognize contributions made by the Calvert Family in establishing Maryland.

Second half of class: In order to personalize the concept of family heritage the teacher will instruct students to fill in an ancestor chart beginning with themselves and tracing their ancestry back as far as they can recall. They may take this assignment home to be completed with help from other family members. A voluntary sharing activity would occur during the next class. The ancestor chart will be provided. Teacher might ask students to share information about family members they feel have been important.

Materials:

Cameron, Rita G. Let's Learn About Maryland. Media Materials, Inc., 1972.
Rollo, Vera F. Your Maryland. Maryland Historical Press, 1976.

Adaptation for Other Levels:

Ancestor Chart

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Name of Compiler_____

Address_____

City, State_____

Date_____

Person No. 1 on this chart is the same person as No.____ on chart No.____.

Chart No.____

b. Date of Birth
p.b. Place of Birth
m. Date of Marriage
d. Date of Death
p.d. Place of Death

1
b.
p.b.
m.
d.
p.d.

2 (Father of No. 1)
b.
p.b.
m.
d.
p.d.

3 (Mother of No. 1)
b.
p.b.
d.
p.d.

4 (Father of No. 2)
b.
p.b.
m.
d.
p.d.

5 (Mother of No. 2)
b.
p.b.
d.
p.d.

6 (Father of No. 3)
b.
p.b.
m.
d.
p.d.

7 (Mother of No. 3)
b.
p.b.
d.
p.d.

8 (Father of No. 4)
b.
p.b.
m.
d.
p.d.

9 (Mother of No. 4)
b.
p.b.
d.
p.d.

10 (Father of No. 5)
b.
p.b.
m.
d.
p.d.

11 (Mother of No. 5)
b.
p.b.
d.
p.d.

12 (Father of No. 6)
b.
p.b.
m.
d.
p.d.

13 (Mother of No. 6)
b.
p.b.
d.
p.d.

14 (Father of No. 7)
b.
p.b.
m.
d.
p.d.

15 (Mother of No. 7)
b.
p.b.
d.
p.d.

16 b. m. d. (Father of No. 8, Cont. on chart No.____)

17 (Mother of No. 8, Cont. on chart No.____)
b.
d.

18 b. m. d. (Father of No. 9, Cont. on chart No.____)

19 (Mother of No. 9, Cont. on chart No.____)
b.
d.

20 b. m. d. (Father of No. 10, Cont. on chart No.____)

21 (Mother of No. 10, Cont. on chart No.____)
b.
d.

22 b. m. d. (Father of No. 11, Cont. on chart No.____)

23 (Mother of No. 11, Cont. on chart No.____)
b.
d.

24 b. m. d. (Father of No. 12, Cont. on chart No.____)

25 (Mother of No. 12, Cont. on chart No.____)
b.
d.

26 b. m. d. (Father of No. 13, Cont. on chart No.____)

27 (Mother of No. 13, Cont. on chart No.____)
b.
d.

28 b. m. d. (Father of No. 14, Cont. on chart No.____)

29 (Mother of No. 14, Cont. on chart No.____)
b.
d.

30 b. m. d. (Father of No. 15, Cont. on chart No.____)

31 (Mother of No. 15, Cont. on chart No.____)
b.
d.

(Spouse of No. 1)
b. d.
p.b. p.d.

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Activity No.: 8.II.B.0

Recommended Time: 1 class

Title: Maryland . . . Early Tidewater

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.1 2. 1.6.8.1 3. 2.7.8.1 4. 3.2.8.1 5. 3.3.8.1 6. 3.3.8.2 7. 3.5.8.1 8. 4.3.8.2 9. 5.3.8.1 10. 5.4.8.1 11. 7.3.8.1	archaeology artifact cash crop legislature plantation tidewater	1. Listen and observe with a purpose. 2. Select answers to questions from material viewed.

Content Outline Covered by Activity:

II. Early Colonial Period
  B. Success at St. Mary's City
    1. Growth and Development

Activity:

ITV videotape presentation Maryland . . . Early Tidewater, St. Mary's County catalogue #232. Tape 20 minutes. See attached guide for student activities.

Materials:

Maryland ITV videotape Maryland . . . Early Tidewater

Adaptation for Other Levels:

Title: Growth and Development

Activity No.: 8.II.B.1

Recommended Time: 1 class

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.1 2. 2.1.8.1 3. 2.4.8.1	archaeology capital county legislature state house	1. Listen and observe with a purpose and report accurately. 2. Collect and review information. 3. Help define the problem. 4. Analyze, interpret, and evaluate evidence.

Content Outline Covered by Activity:

II. Early Colonial Period - 17th Century
  B. Success at St. Mary's City
    1. Growth and Development

Activity:

Sponsor a field trip to the first Maryland State House in St. Mary's City.

Compile a work sheet based on the field trip.

Materials:

Work sheet - "Growth and Development"

Adaptation for Other Levels:

1. Compare to the Annapolis State House.

2. What is a state house?

3. What is the purpose of the first Maryland State House?

4. What did you find to be the most impressive part of touring the State House?

5. What did you find to be the least liked situation upon touring the State House?

6. How does the field trip relate to your unit?

7. What about the trip had no real relation to our unit?

8. Are there any other questions you feel may be appropriate?

Title: English Colonial Settlers

Activity No.: 8.II.B.2

Recommended Time: 2-3 classes

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.7.8.1 2. 2.1.8.3 3. 2.7.8.1	adventurer indentured servant slave	1. Use logical reasoning and problem-solving skills when approaching personal problems and/or group problems or issues. 2. Constructively critique values and ideas. 3. Avoid application of established stereotypes to individuals. 4. Help keep group on defined task. 5. Help to choose the best qualified individual for specific roles.

Content Outline Covered by Activity:

II. Early Colonial Period - 17th Century
  B. Success at St. Mary's City
    2. English Colonial Settlers

Activity:

For a project, students could develop a role-playing skit concerning adventurers, indentured servants, and/or slaves.

The skit should portray these types of individuals, and could compare their lives.

Materials:

Adaptation for Other Levels:

Activity No.: 8.II.B.3

Title: Black Colonial Settlers

Recommended Time: 1 class

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 3.3.8.1 2. 3.3.8.2 3. 3.4.8.1	African slavery	1. Discuss ideas that are pertinent to the topic being studied. 2. Draw inferences and make generalizations from evidence. 3. Collect information regarding the problem or issues. 4. Encourage the contributions of others. 5. Help to resolve different opinions.

Content Outline Covered by Activity:

II. Early Colonial Period - 17th Century
  B. Success at St. Mary's City
    3. Black Colonial Settlers

Activity:

Distribute copies of "The Origin and Nature of African Slavery in Seventeenth Century Maryland" by Whittington B. Johnson.

Have students read packet silently.

Teacher should read packet orally and discuss information.

Develop oral and/or written questions centered around packet, such as:

a. How did African slavery originate?
b. What was the nature of slavery in the 17th century?
c. What role did Maryland play in slavery?

Discuss various black colonial settlers and how their lives, beliefs, customs and traditions influenced Maryland.

Have students work independently and construct for homework various models relevant to those settlers out of paper, wood, drawings, paintings, etc. (Example: diagrams, relevant pictures for the time, collage, etc.)

Discuss project with the rest of the class explaining how the project exemplifies life of the people.

Materials:

Johnson, Whittington B. "The Origin and Nature of African Slavery in Seventeenth Century Maryland," Maryland Historical Magazine, Volume 73, September, 1978, pages 236-245.

Adaptation for Other Levels:

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The Origin and Nature of African Slavery in Seventeenth Century Maryland

WHITTINGTON B. JOHNSON

THE 1664 ACT IN MARYLAND WHICH ESTABLISHED DE JURE PRACTICES OF PERpetual slavery is one of the most frequently quoted slave laws, yet the context in which it is interpreted belies the true significance of the act and the reason why lawmakers in the colony passed it. Moreover, the nature of slavery in seventeenth-century Maryland differed discernibly from that of the antebellum period, yet too often in the past scholars have lumped practices of the colonial period with those of later periods without giving due recognition to their differences.

The legal development of slavery in Maryland has been ably chronicled by a number of scholars, the most recent being Winthrop Jordan who couched the development in an historical context and Jonathan Alpert who viewed it from a different but refreshing perspective, the legal, or lawyer's perspective.[1] This study will seek to answer some questions which were not raised in those studies, namely: Why was the 1664 Act passed? What took precedence, African indentures or the "durante vita" mandate of the 1664 Act? How restrictive were the slave laws in seventeenth-century Maryland? And what was the nature of miscegenation laws?

De facto slavery preceded laws legalizing the practice in the mainland colonies,[2] and Maryland was no exception. Andrew White, a Jesuit missionary who was among the original Maryland settlers, brought a mulatto named Matthias with him and later imported another mulatto, Francisco. Two more original settlers, the Wintour brothers Edward and Frederick, brought an African named John Price with them.[3] These servants may have been slaves, for in 1638 reference was made to slaves in an act of the legislature:

> Be it enacted by the lord proprietor of this province of and with advice and approbation of the freemen of the same that all persons being Christians (slaves excepted) of the age of eighteen years or above brought into this province at the charge and adventure of some other person shall serve such person . . . for the full term of four years . . .[4]

Two conclusions can be drawn from the language of this act, one being that slaves in the text refer to Africans, and perhaps, non-European persons, and the other being that no limit was attached to the length of time slaves could serve. Further evidence to support the contention that slaves were in Maryland at the time is gleaned from a contract in 1642 between John Skinner and Leonard Calvert, in which the former agreed to deliver to Calvert seventeen slaves, fourteen men and three women.[5] Evidently this transaction was never consummated, for the first notice of an African slave being sold in Maryland was not recorded until 1644.[6]

Reliance upon African slaves, as the chief source of labor, was not a part of the original plans for developing the colony's work force, as is evidenced by Lord Baltimore's instructions of 1635:

> In taking of servants he may do well to furnish himself with as many as he can, in useful and necessary arts: a carpenter, of all other the most necessary; a millwright, a ship-wright, boat-wright, wheel-wright, sawyer, smith, cutler, leatherdresser, miner, fisherman, and gardener. These will be of most use; but any lusty young able man that is willing to labour and take pains although he have no other particular trade will be beneficial enough to his master.[7]

These "lusty young men" were expected to populate manors and fit into an economic system closely approximating that of fifteenth century Europe, but the plan went awry. With so much land available, a disconcerting number of European servants refused to remain on these manors, escaping into the hinterlands and carving out homesteads of their own. Moreover, Marylanders shifted their commercial economic endeavors from growing wheat, corn and "other provisions" to growing tobacco. This shift in emphasis resulted in increasingly larger acreages of land being devoted to tobacco growing which in turn created an increase in demand for more laborers and longer terms of servitude. African laborers, thus became very desirable because Africans could be required to serve longer terms, female slaves could be employed in the fields, runaways were less successful among African slaves and payment of freedom dues could be avoided.[8]

Although the low fertility rate of female African slaves[9] and the slowness of the British merchant to enter the slave trade[10] kept the slave population relatively small for much of the century, African servants were visible in the colony and it was common practice for them to serve for life, as a perusal of inventories of probated estates reveals. The money value of Africans consistently exceeded that of European servants who had limited periods to serve,[11] and that at a time when Europeans brought high prices because of a shortage of their kind.

The highest value placed on any European servant was that of 2,600 pounds of tobacco which was placed on John Hayes by John Scotches in 1659, another European servant on the plantation being assessed at 1,600 pounds of tobacco.[12] A number of inventories valued European servants at 2,000 pounds of tobacco.[13] The inventory of Richard Smith's estate in February, 1662 listed "three men servants at 2,000 a piece," while that same year and month the inventory of William Palmer's estate listed "a Negro woman" at 3,000 pounds, and a 1662 inventory of an estate in Charles County placed the value of "a Negro man and his wife" at 5,500 pounds of tobacco.[14]

A second and better indicator that there were African servants who served for life prior to 1664 is obtained from inventories which listed the duration of time which servants had to serve. In 1658 an inventory of the estate of Cor-

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nelius Abraham listed two servants, one with "one crop to make" and the other with "two crops."[14] An inventory of the estate of Robert Taylor in April, 1661 listed three servants, two of whom had four years to serve, while the other had only three years.[15] The inventory of William Stowe in June, 1661 listed twelve servants with terms ranging from three months to 10 years; however, his two African servants, Philip and Margarett, did not have any time designation beside their names.[16] The inventory of the estate of John _____ in January, 1663 listed a manor servant "with four years [at] 2,000, two boys for about 3 years [at] 2,000 . . . 2 man negroes [at] 3,400, and a negro woman for which [is] now born a small negro girl, [at] 2,500."[17] The inventory below was taken after the 1664 Act, but it is consistent with earlier practices of listing servants. African servants have a higher value than European and the latter have duration of service designated, but the African servants do not.

Estate of Sarah Jordan July 5, 1665		
1 man servant having 1 year to serve	1000	(pounds of
1 youth 3 years to serve	1500	tobacco)
1 boy 9 years to serve	1800	
1 maid 2 years to serve	900	
1 maid 1 year to serve	500	
1 Negro woman with a Negro child	4000	

Source: Maryland Provincial Testamentary Proceedings, Volume I (1657-1666), p. 147 (in the fourth run of pages), Maryland Hall of Records.

The fact that "Negro servants" in the above inventories served for life obviated the need to designate the duration of their service.

The proof of life service for African servants prior to 1664 is evidenced in an act of 1663 entitled "An Act Concerning English Servants That Runaway in the Company of Negroes and Other Slaves." Not only does the term slave appear in the title of an act for the first time in Maryland but the text of the act clearly indicates that Africans served for life. The statement "divers English servants who runaway in company with Negroes and other slaves, . . . who are incapable of making satisfactory by addition of time"[18] can have no other meaning than that they served for life.

Since African slaves served for life, and evidently had been doing so for several decades without prompting legislation legalizing the practice, I doubt that it was that practice which prompted the 1664 Act; certainly nothing in the debates pertaining to the language of the act suggests that a compelling need to legalize slavery was uppermost in the minds of the lawmakers. Rather, judging from the amount of debate time consumed and the large space devoted to them in the act, the vexing problems of miscegenation and the children born of such unions were the primary reasons for the 1664 Act.[20] Understandably, since the lawmakers addressed the practice of service for life first, historians have stressed this and have ignored the key issues.

According to the act, Africans living in the colony and those imported subsequent to the act were to serve "Durante Vita." The thorny question, however, was the one posed by "divers freeborne English women" who:

> To the disgrace of our nation do intermarry with Negro slaves by which also divers suits may arise touching the issue of such woman and a great damage doth befall the masters of such Negroes . . .

After heated debate the lawmakers agreed to enact legislation which they thought would be severe enough to deter such marriages in the future:

> . . . whereof for deterring such freeborne women from such shameful matches be it further enacted that whatsoever free born woman shall intermarry with any slave from and after the last day of this present assembly shall serve the masters of such slave during the life of her husband and that all the issue of such freeborne woman shall be slaves as their fathers were . . .[21]

There remained the question of children born prior to the act's passage, which the lawmakers addressed by declaring that they "shall serve the masters of their parents till they be thirty years of age and no longer."[22]

The significance of the 1664 Act, therefore, is not the "durante vita" term, which certainly did not break any new ground in the practice of slavery in Maryland, but the inheritability aspect of slavery which the act introduced, for evidently prior to 1664 children of slaves did not inherit "durante vita" status. If this were so, the law would not have made the distinction in length of service given to pre-1664 Act children vis-a-vis post-1664 Act children.

I doubt if Maryland was the only colony that permitted interracial marriages between free females and slaves, but it was the first, and only colony, which tried to discourage the practice by decreeing slavery inheritable making children follow the status of their father. Moreover, the 1664 Act was less concerned about legalizing a practice—African slavery—that was almost as old as the colony itself than it was with discouraging a practice which was fairly new: the marriage of free English females to African slaves. It should be stressed that in 1664 it was the economic ramifications of miscegenation which worried leaders in the colony.[23]

Even while African slaves were being required to serve for life, a number of Africans were able to secure their freedom after serving only a short term. In 1653, John Babtiste, an African servant, petitioned the Provincial Court for his freedom, claiming that Simon Overzee, who brought him to the colony and subsequently sold him, could not sell him for life since his time of service was restricted by an oral agreement to a set number of years. Babtiste presented credible witnesses who corroborated his testimony and the Court ruled in his favor, ordering him to serve an additional two years after which he was to be freed.[24]

An interesting case reached the Provincial Court in 1676 when Thomas Hagleton petitioned that body for his freedom. Hagleton was an African who formerly lived in London, England, where he was baptized "into Christian faith" and later moved to Durham, England where he became a servant of William Jordan, a tobacco planter, who taught him the tobacco trade and had him converted to Catholicism.[25] After Jordan's death, Hagleton became a servant of one Margery Dutchesses "who consigned the petitioner to Thomas Kemp to serve the term of four years." Sometime in the early 1670s Kemp brought Hagleton to Maryland and indentured him to Major Thomas Truman

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under whom Hagleton was to serve the remainder of his term. But evidently Truman refused to abide by the agreement, keeping his African servant an additional twelve months before he appealed to the Provincial Court for relief. Hagleton, like Babtiste before him provided credible witnesses to corroborate his story[30] and the Court ruled in his favor.[31] Hagleton, who was assigned fifty acres which he transferred to a Samuel Goosey of Calvert County,[32] subsequently petitioned the Court to gain compensation for the twelve months due him from Truman for unilaterally extending his service, but his failure to follow through on his suit resulted in the 1683 session of the Court ordering that the case "be struck from . . . the dockett."[33]

In 1678, William Upton, another African, petitioned the Court for his release from servitude alleging that his contract with John Price called for a limited term of service, not durante vita. The Court ruled for Upton, ordering that he be given clothing and some corn.[34] And fifteen years later, in 1693, the Court heard the case of Ralph Trunckett who claimed that Gilbert Turberfield was keeping him illegally. Trunckett was born in Madagascar and was brought to England where he was converted to Christianity and "brought up in the Anglican Church." Trunckett claimed that he came to Maryland as a "self indentured servant of Captain Edward Prince" and not as a slave. After the death of Prince, Trunckett and the property of the Captain were inherited by Thomas Prince; his widow married Gilbert Turberfield, who assumed ownership of all her property. Trunckett followed the approach used earlier by Babtiste and Hagleton, with the same results.[35]

However, three other African servants who presented freedom petitions to the Court after the 1664 Act was passed were not successful in gaining their freedom. In its 1679-80 session the Court heard a petition from Charles Cabe but rejected it because he did not support his testimony with sufficient corroborative evidence.[36] In 1693, the Court heard the appeal of Joyce Gidding, a New England-born black, who claimed that her master, Thomas Brooks, did not acquire her service for life. Once again the Court ruled against the petitioner because of insufficient corroborative testimony.[37] A year later, the Court heard testimony of Tom Blanco, but found the evidence presented so untruthful that the sheriff was ordered to jail him and to give him a sound whipping.[38]

The findings in these petition cases show that "durante vita" legislation regarding African servants did not take precedence over the indentures and oral contracts which these servants made. To be sure, Africans did not receive, automatically, the protective umbrella of English common law, but whenever they could show that their servitude was based upon a contractual agreement, whites were obligated to abide by the indenture. The precedent established by these freedom petition cases resulted in a gap developing between the letter of the 1664 Act and its practice.

While the Provincial Court was busy throughout the period ruling on freedom petitions, the legislature was relatively inactive in the field of slave legislation throughout the 1670s and 1680s.[39] But all this changed during the 1690s, when the number of legislative enactments relating to slavery increased. The text of these acts reflects that the assembly had begun to develop a feel for legislating on slavery. Perhaps the most restrictive of the laws was the 1695 act requiring slaves to carry passes signed by either their master, or an overseer, whenever they left the plantation, even if traveling from one to another of their master's plantations. A slave caught off the plantation without a pass was to be punished, but not to the extent of maiming or killing.[40] While this act mirrors the subordinate position of the slave, it is quite apparent that masters did not have life-and-death powers over their African slaves.

Moreover, these masters could not treat their slaves cruelly. Failure to provide slaves with clothing, food and lodging could result in manumission,[41] and brutalizing them could result in criminal prosecution by the colonial government. Accordingly, in December, 1658, Simon Overzee was indicted for fatally beating his "African servant," Anthony. Testimony revealed that Anthony had been stubborn, obstreperous and a frequent runaway. This last charge weighed heavily in Overzee's favor, for running away was one of those infractions that colonists loathed with a passion. As a consequence, Overzee was acquitted after several lengthy court sessions.[42] The fact remains, however, that he was forced to stand trial for killing a slave. Thirty-four years later, a female slave was manumitted because her master cut off her ear,[43] which shows that pressure, albeit sporadic, was exerted on slaveowners to be humane to their slaves.

The manumission of the female slave stemmed from a 1692 act prohibiting masters, mistresses, dames, or overseers from dismembering or cauterizing slaves, the follow through of royal instructions of 1691 which directed governors that "you shall endeavor to get a law passed . . . for the restraining of any inhumane severity which ill masters or overseers may use towards their Christian servants and their slaves."[44] Justices of the county courts were authorized to manumit "dismembered and cauterized" slaves. This act also stated that if masters denied "sufficient meat, drink, and clothing or shall unreasonably burden their servants or slaves beyond their strength with labor or deny them necessary sleep"[45] upon proof being presented to the justice of the county court, first and second offenders were fined; third offenders, though, were to lose the service of that slave or servant, he being declared free.[46] Moreover, the 1692 act released servants and slaves from chores on Sundays and holidays.[47]

Concomitant with the emergence of laws legalizing and regulating slavery, antimiscegenation laws and tariffs on slave immigrants were also enacted. During the seventeenth century slaves were permitted to marry other Africans, but racially exogamous marriages were discouraged. While the antimiscegenation laws of 1664 and 1681, were limited to African slaves and Europeans, later laws extended the ban to include free Africans and Europeans.[48]

These antimiscegnation laws were Maryland's first legal manifestation of English disdain for Africans:

> And for as much as diverse free born English or white women sometimes by the instigation, procurement or connivance of their masters, mistresses or dames and

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always to the satisfaction of their lascivious and lustful desires, and to the disgrace not only of the English but also other Christian nations do intermarry with negroes and slaves . . ."

In succinct terms, the language of the law stated that European women who married Africans were a disgrace to whites everywhere. Although many Maryland slaveowners probably shared this negativism toward Africans,[46] it did not inhibit them from mating their male slaves with European female servants (slaves could not marry without their masters' permission). This course of action was probably forced upon slaveowners because there were so few African females in the colony with whom they could mate their slaves.[47] Since children of a union involving a slave followed the status of their father, the potential monetary gain from a male slave-European female union partially compensated for the revulsion which such unions probably occasioned among slaveowners.

Judging from the number of antimiscegenation laws passed during the last quarter of the seventeenth century, there must have been an increase in the number of interracial marriages, causing consternation among the provincial leadership. These laws were harsh, punishing affected masters, dames, ministers and magistrates, but not slaves and their white mates. The 1681 act quoted above awarded freedom to female European servants who married African slaves, in addition to fining their masters, but this did not stop the practice.[48] There were no laws prohibiting the marriage of free Africans to female slaves, but free Africans who married whites were forced into perpetual servitude, marking the first time that free Africans were enslaved for committing certain acts.[49] In view of the harshness of the punishment meted out to those involved in interracial marriages, racism had replaced economic consideration as the primary reason for enacting antimiscegenation laws.

The last quarter of the seventeenth century also witnessed a significant increase in Maryland's slave population, the majority of which resulted from the slave trade, but there were no legislative attempts to curb this traffic. The chart below shows that the estimated African population in Maryland increased from twenty, or 3.4 percent of the total population in 1640, to 3,227 or 10.9 percent in 1700, which means that during this period the rate of increase of the African population was three times that of the white. Such a pattern reflects the transition of Maryland's economy away from the fairly small, subsistence-style family farms toward the later specialized tobacco plantations worked by slave labor.

Subsequently, the colony attempted to exploit this increase in slave importation by enacting a ten shilling revenue tariff in 1695, payable by the seller within three months after the slave entered the colony.[50] In 1696 and again in 1699, the duty was increased to twenty shillings, payable at the port upon entry of the slave.[51] This marked the end of slave legislation for the seventeenth century.

By the end of the seventeenth century the legal system embracing slavery in Maryland (evolving from earlier de facto practices) consisted of a few laws which legalized slavery by making it inheritable, declared that conversion to

ESTIMATED POPULATION OF MARYLAND 1640–1700

	1640	1650	1660	1670	1680	1690	1700
White and African	583	4504	8426	13226	17904	24024	29604
African	20	300	758	1190	1611	2162	3227

Source: *United States Bureau of the Census Historical Statistics of the United States: Colonial Times to 1957* (Washington D.C., 1960), p. 756.

Christianity did not lead to automatic manumission,[52] and restricted the movement of slaves. Tangential laws banned racially exogamous marriages and placed a revenue raising impost on slave immigrants. This was the extent of the slave legal system.

Under the system, slaves were chattels real, the same status held by European servants. According to English law, chattels real were attached to the land, and could not be separated from it; this was not the case with chattels personal.[53] Further, English law accorded the master a right only to his servant's services.[54] The American experience modified English law somewhat by permitting the slave to be detached from the land, but safeguards surrounding the slave's person were retained.

From the standpoint of laws in the books, the slave system practiced in Maryland during the seventeenth century lacked much of the comprehensiveness associated with the "peculiar institution" of the antebellum period. For instance, there were no laws denying slaves the right to testify in court against whites. In freedom petitions, defendants were always white, yet Africans were permitted to state their cases and present witnesses in their behalf. There were no laws defining the legal status of African slaves; depending on the situation, they might be persons, property or both. If we are to be guided by the freedom petitions, once again, slaves were persons, by virtue of the fact that they could be legal partners in a contract and sue in court to redress grievances.

There were some distinct differences, however, between African slaves and European servants, notwithstanding the fact that the term slave and servant were used interchangeably in the vernacular. By 1700, in Maryland the slave was an African who served "durante vita," with the children inheriting the status of their father. European servants, on the other hand, served short terms and their status was not inheritable.

Perhaps this study has demonstrated a need to reexamine the early slave laws in the other colonies to determine if giving de jure status to perpetual servitude was the intent behind the enactment of these laws. Or were they passed to resolve perplexing problems which were created by the presence of African slaves among them? At least the 1664 Act can now be seen in a different and more meaningful perspective as it related to a contemporary seventeenth century problem. It would be interesting, also, to ascertain whether slaves in other colonies were able to gain freedom through the courts (freedom petitions). The irony here is that freedom petitions very well could have

established a precedent for Afro-Americans, for historically they have had to petition the court to secure rights as first class citizens. Could freedom petitions be viewed as the first chapter in this long struggle?

Indeed, African slavery in seventeenth century Maryland marks a fruitful beginning point from which to examine the practice of slavery and racial attitudes in other colonies, and during other periods.

References

1. Winthrop Jordan, "Modern Tension and the Origins of American Slavery," *Journal of Southern History*, 28 (February, 1962): 18-30; Winthrop Jordan, *White Over Black: American Attitudes Toward the Negro, 1559-1812* (Chapel Hill, North Carolina, 1968), 71-82; Jonathan L. Alpert, "The Origin of Slavery in the United States—The Maryland Precedent," *The American Journal of Legal History*, 14 (1970): 189-221. Alpert contends that, "Although other factors were significant, the heart of early slavery was contractual" (p. 220).
2. In some instances the first slave laws passed in colonies were those designed to abolish slavery. Georgia and Rhode Island abolished slavery, as did New Jersey, although less categorically and New York and Massachusetts stipulated what types of slavery could be introduced. William M. Wiecik, "The Statutory Law of Slavery and Race in the Thirteen Mainland Colonies of British America," *William and Mary Quarterly*, 34 (April, 1977): 260.
3. Ross M. Kimmel, "The Negro Before the Law in Seventeenth Century Maryland," (M.A. Thesis, University of Maryland, 19[illegible]), p. 25.
4. *Archives of Maryland*, 70 vols. (Baltimore, 1883-1964), I: 41. Since the act did not identify the racial origin of these slaves, conceivably Indians as well as Africans could have been included under the term. Matthew P. Andrews, *History of Maryland Province and State* (New York, 1929), 21; Jonathan L. Alpert, "The Origin of Slavery in the United States," p. 191.
5. *Archives of Maryland*, IV, 189.
6. Helen Catterall, *Judicial Cases Concerning American Slavery and the Negro*, 5 vols., (Washington, D.C., 1936), IV: 8.
7. Clayton C. Hall (ed.), *Narratives of Early Maryland 1633-1684* (New York, 1910), pp. 98-99; Eugene I. McCormac, *White Servitude in Maryland, 1634-1820* (Baltimore, 1904).
8. Lewis C. Gray, *History of Agriculture in the Southern States to 1860*, 2 vols. (New York, 1941), I: 39-40, 350, 364, 370-71.
9. Russell R. Menard, "The Maryland Slave Population 1658 to 1730: A Demographic Profile of Blacks in Four Counties," *William and Mary Quarterly*, 32 (January, 1975): 33, 39. There were other long run economic advantages which offset the demographic factor of almost a zero (natural) population growth.
10. Gray, *History of Southern Agriculture*, I: 352-53.
11. Carl Degler, "Slavery and the Genesis of American Race Prejudice," *Comparative Studies in Society and History*, 2, (1959): 59; Jordan, "Modern Tensions," p. 25.
12. Maryland Provincial Testamentary Proceedings, Vols. I (1657-1666), 64 (1659), Maryland Hall of Records.
13. Provincial Testamentary Proceedings, I: 22, 32, 80 (in the third run of numbered pages).
14. Provincial Testamentary Proceedings, I: 136, 66, 85 (in the third run of numbered pages).
15. Provincial Testamentary Proceedings, I: 43 (1658).
16. Provincial Testamentary Proceedings, I: 48 (in the second run of numbered pages).
17. Provincial Testamentary Proceedings, I: 24 (in the second run of numbered pages).
18. Provincial Testamentary Proceedings, I: 141 (in the third run of numbered pages). The first name is illegible.
19. *Archives of Maryland*, 66: 291.
20. *Archives of Maryland*, 1: 526-27; Carter G. Woodson, "The Beginnings of the Miscegenation of Whites and Blacks," *Journal of Negro History*, III (October, 1918): 339.
21. *Archives of Maryland*, I: 533.
22. *Ibid.*
23. Oscar and Mary F. Handlin, "Origins of the Southern Labor System," *William and Mary Quarterly*, 7 (1950): 215-16.
24. *Archives of Maryland*, 40: 499.
25. Maryland Provincial Deeds, Liber W. R. C. #1 (1676-1699), 88 Maryland Hall of Records.
26. *Archives of Maryland, Proceedings of the Provincial Court*, 1675-1677, 66: 291.
27. *Archives of Maryland*, 67: 46.
28. Maryland Provincial Patents, Liber 15, pt. 2, 391 Maryland Hall of Records.
29. Maryland Provincial Chancery Court Record, Liber C.D. 1668-1671, pp. 196, 199, 307, Maryland Hall of Records; Maryland Provincial Court Judgments, Liber W.C. (1679-1684) pt. 2, 700, 828, Maryland Hall of Records.
30. *Archives of Maryland*, 69: 122.
31. Provincial Court Judgments D.S.C. (1692-1693), pp. 162-64, Maryland Hall of Records; Kimmel, "The Negro and the Law in the Seventeenth Century Maryland," 59 ff.
32. *Archives of Maryland*, 65: 19.
33. Provincial Court Judgments D.S.C. (1592-1693), 361-362, Maryland Hall of Records.
34. Kent County Court Proceedings, Liber I (1676-1698), pt. 2, Maryland Hall of Records.
35. For the next decade, or two, most of the legislation surrounding slavery enacted by the assembly focused upon miscegenation. See *Archives of Maryland*, 38: 48-49; also Jeffrey Brackett, *The Negro in Maryland* (Baltimore, 1889), p. 104.
36. *Archives in Maryland*, 38: 51-52.
37. *Archives in Maryland*, 12: 203-208, 552, 544-549.
38. *Archives in Maryland*, 41: 190.
39. *Archives in Maryland*, 12: 425-426.
40. Leonard W. Labaree, *Royal Instructions to British Colonial Governors*, 1670-1776, 2 vols. (New York, 1935), II: 507.
41. *Archives of Maryland*, 13: 425-426.
42. *Ibid.*
43. *Archives of Maryland*, 38: 48-49.
44. *Archives of Maryland*, 102: 304-05; 12: 552; 13: 544-49.
45. *Archives of Maryland*, 102: 203-05.
46. Jordan, *White Over Black*, p. 7; Degler, "Slavery and Race Prejudice," p. 62.
47. Adult male slaves outnumbered their female counterparts by about one and one-half to one, this disparity being most pronounced late in the seventeenth century. Russell, "The Maryland Slave Population, 1658 to 1730," p. 39.
48. *Archives of Maryland*, 7: 203-05; This suggests that masters were exploiting the situation. Handlin, "Origins of the Southern Labor System," p. 213.
49. Alpert, "The Origins of Slavery in the United States," p. 211.
50. *Archives of Maryland*, 38: 51-52.
51. *Ibid.*, p. 81.; 22: 497.
52. *Archives of Maryland*, 54: 279.
53. William Blackstone, *Commentaries on the Laws of England*, 4 vols. (London, 1765-1769), Bk. II, 386. According to English law of the period, chattels were divided into two types, real and personal. Chattel real was so designated because it was annexed to real estate (which had both permanence and immobility) and had one quality, immobility. Servants, villeins and slaves were classed in this category because the lord could not dispossess them of their holdings. Chattels personal had neither immobility nor permanence: animals, household goods, jewelry, money, garments and the like were classed in this category. Accordingly, English law made a distinction between servant and animal.
54. Eugene Sirmans, "The Legal Status of the Slave in South Carolina, 1670-1740," *Journal of Southern History*, 28 (1962): 464.

Activity No.: 8.II.B.4

Recommended Time: 2 periods

Title: Indian Settler Relations

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 3.3.8.1 2. 3.3.8.2 3. 3.5.8.1	customs hundred Jesuit missions	1. Distinguish between fact and fiction. 2. Analyze, interpret and evaluate evidence. 3. Be sensitive to the attitudes and values of others. 4. Encourage the contributions of others. 5. Accept differences in individuals as natural and often challenging.

Content Outline Covered by Activity:

II. Early Colonial Period - 17th Century
  B. Success at St. Mary's City
    4. Indian-Settler Relations
      a. Missions to Indians by Jesuits
      b. Indian Troubles
      c. Elimination of Indians

Activity:

Distribute reading entitled "St. Mary's County's First Citizens," pages 8-12.

Have students read packet silently.

Teacher should read orally.

Discuss major points within the packet.

Use examples of the following questions to structure discussion:

1. What kinds of Indians settled in St. Mary's City?
2. What were the relationships like: Indians and colonists (St. Mary's Countian), Indians and outsiders?
3. Explain the religious concept(s) of the Indians within the St. Mary's County area.
4. What was "Jesuit?"
5. What effect did the missions and Jesuits have upon the Indians?
6. What problems or troubles did the Indians have?
7. Were the Indians eliminated? If so, why and how?
8. If the Indians were not eliminated, where did they go? What did they do?
9. May adjust accordingly (add questions, etc.).

Materials:

Hammett, Regina Combs. History of St. Mary's County, Maryland, 1977.

Adaptation for Other Levels:

Average to above grade reading.

Other References:

History of St. Mary's County, Maryland by Regina C. Hammett, Ridge Maryland 20680. (1977)

Maryland: Its Past and Present by Richard Wilson and Jack Bridner, Maryland Historical Press, 9205 Tuckerman Street, Lanham, Maryland 20706.

The Story of Early Maryland by George and Virginia Schaun, Greenberry Publications, 101 Monticello Avenue, Annapolis, Maryland.

Indian Survivals in Maryland by Frank W. Porter, III, Maryland Historical Magazine, Vol. 75 #1, March, 1980.

The Origins of the Piscataway and Related Indian Cultures by Wayne E. Clark, Maryland Historical Magazine.

Activity No.: 8.II.B.5

Title: Tobacco Economy

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.4.8.1 2. 2.5.8.1 3. 2.7.8.1	agriculture cash crop crafts industry market tobacco trade	1. Read to find answers to questions. 2. Use materials as a source of information. 3. Relate past to present.

Content Outline Covered by Activity:

II. Early Colonial Period - 17th Century
  B. Success at St. Mary's City
    5. Tobacco Economy

Activity:

Have students read or read material to students from Middleton, Arthur Pierce. Tobacco Coast: A Maritime History of Chesapeake Bay in the Colonial Era, 1953; text My Maryland, pages 87-100; and Your Maryland, pages 310-315.

Then discuss with students so they understand:

1. Why was tobacco important?
2. What industries/crafts developed as a result of tobacco cultivation?
3. What controls existed on tobacco trade?
4. What problems resulted from reliance on one crop?
5. How does the cultivation of tobacco today differ from the colonial period?

Materials:

Middleton, Arthur Pierce. Tobacco Coast: A Maritime History of Chesapeake Bay in the Colonial Era, 1953.

Kaessmann, Beta. My Maryland. Maryland Historical Society, 1955. (over)

Adaptation for Other Levels:

Materials: (continued)

Rollo, Vera F. Your Maryland. Maryland Historical Press, 1976.

CHAPTER LXI

TOBACCO GROWING IN MARYLAND

WHEN the first European settlers came to America, they found that the Indians had a custom of smoking the leaves of an American plant. The plant was called "tobacco" because of the Y-shaped pipe (*tabaco*) in which it was sometimes smoked. Pipes were made of clay, wood, or of soft stone. One fork of the pipe was inserted in one nostril and the other fork into the other nostrill Tobacco has the botanical name *nicotiana*, after J. Nicot, who introduced tobacco into France. It belongs to the nightshade family of flowering plants, as does the petunia, potato, pepper, eggplant, and tomato.

Sir Walter Raleigh is said to have promoted smoking in England. King James I reacted to his first knowledge of tobacco by saying that it was "loathsome to the eye, hateful to the nose, harmful to the brain, . . . and dangerous to the lungs."

The Indians believed that tobacco had certain uses in religious ceremonies, in promoting good health, and in "sealing" promises made between tribes. In religious ceremonies or in negotiations between Indian groups a pipe of tobacco was gravely smoked by the Indian men. When tribes made agreements, the leaders would sit together to "smoke the pipe of peace," indicating an end to war or a future of good will. During some ceremonies the pipe was used, together with prayers, to ask for good luck and good crops.

The use of tobacco soon spread throughout South America and Europe and even to the Far East. Two centuries ago most fashionable English gentlemen carried with them a snuffbox containing dried tobacco which had been ground to a powder. This they daintily placed in each nostril and apparently enjoyed inhaling it, despite the great sneeze that always followed!

The soil and climate of Maryland proved to be well suited to growing tobacco. With tobacco very much in demand in Europe, it became a profitable crop. It could be raised in little space, so the first settlers found that less time was needed to clear away trees in order to grow tobacco than to grow many other crops. Also, tobacco kept well and could be shipped in a fairly small space. Best of all, to the colonist's mind, in England it brought money to pay for the many manufactured items that were needed back in Maryland. Because there was so little manufacturing here, most of such items had to be brought from Europe.

By 1775, three-quarters of all Chesapeake Bay shipping was made up of tobacco. As early as 1639, England was importing 1,500,000 pounds of tobacco a year from her colonies — chiefly from Maryland and Virginia.

As Good As Gold

Coins were scarce in the new American colonies. A system of trading one thing for another (barter) was used a great deal. Tobacco was well suited to this method of exchange. It became as good as gold and was used to pay for goods and to pay for services. Tobacco was an accepted form of "money" in the colonial period.

Tobacco was extensively grown in southern Maryland. Great fields of tobacco there made the owners prosperous, and they were soon able to afford many goods from England, and even luxuries.

Problems Arise

Since writers like to dwell on the glamorous life of great plantations, it is a little hard to realize that, in Maryland, small farms were more numerous than large ones. The small farm was the most common of all types of land ownership. Both the large and the small farms benefitted financially from tobacco growing. It was, and still is, the popular Maryland "money crop."

Naturally growers rushed into the production of as much of the valuable "golden leaf" as they could. This in time caused the price of tobacco to fall. Growers sometimes found themselves with tobacco crops unsold at the end of the season and found that they owed their "factors" (business agents) a great deal of money. Growers often ordered goods through their factors, planning to pay them off when the tobacco was sold.

Also, Maryland farmers discovered, tobacco quickly exhausted the soil. Growers found that they must plant the tobacco in new fields every year or so. Later, they learned to rotate crops in a four-field system, but even so it was hard to maintain tobacco production without the use of fresh land every so often. Today tobacco growers know very well just what "cover crops" and what fertilizers must be used to replace chemicals taken from the soil by tobacco. They can grow tobacco year after year in the same fields. Still, with all its problems, tobacco growing in the colonial era was probably the easiest way for people in southern Maryland to make money.

Kinds of Tobacco

Virginia tobacco growers found that they could import tobacco seed from South America and raise tobacco of better quality and size than that raised by the Indians of Virginia and Maryland. One kind of tobacco grown was "Orinoco." The original seed came from near the Orinoco River in South America. The flavor of the Orinoco tobacco was strong. It came to be extensively grown in Maryland. Other types of tobacco were also developed.

Today, Burley tobacco is the most widely grown single type in the United States. Another type, often grown in Maryland is called "Maryland," and it is in great demand by leading American tobacco companies.

Tobacco Transport

From Maryland roads one can see old mansions which many years ago were important on the tobacco plantations. On the waterways of Maryland even more can be seen. Plantations, preferably, were built on waterways because tobacco was shipped to market in good condition by water, while that brought from farther inland was often crushed or torn on the way to the shipping wharf. Naturally markets in England paid more for tobacco in good condition. The plantations built near the water had wharves which accommodated oceangoing ships. Thus, the tobacco was rolled right aboard the vessels in barrels without damage to the valuable leaf.

Less conveniently located planters had to pack their tobacco into giant barrels called hogsheads, slide an axle through the center, and roll the great casks down to the wharf of the nearest plantation owner, or to a port town. To pull the casks along, oxen, mules, and men were used. West of Baltimore today, there is a road still called Rolling Road, which in the 1700's was used as a pathway along which tobacco casks were rolled to the wharf on the water front.

Tobacco Farming Methods

While machines have replaced men and mules to a considerable degree in tobacco growing, yet tobacco is planted and raised in much the same way as in colonial times.

The tiny tobacco seed is planted in March or April in protected beds. From an aircraft, for example, in the early springtime in Maryland, you can see here and there in many sheltered locations the white-covered squares of tobacco beds. The bed is made up of a wooden

frame with a white, lightweight cloth tacked across its top. The frame of the bed is only three or four inches high and it protects the tender seedlings from frost or too much sun until they are big enough to be transplanted.

In June the young plants are ready to be set out in the fields. The plants are carefully set, usually by hand, about three feet apart, in small hills of earth. The best time for transplanting is after a rain when the soil is damp and soft.

Now the tobacco farmer keeps the soil loosened, kills off weeds and watches for insects or fungi that might affect his crop. As the plant begins to flower, or just before it does, the farmer "tops" the plant by cutting off the top. This insures that what remains will become a better quality of tobacco. Later, side shoots or "suckers" are removed to improve the leaves for sale.

Three or four months after transplanting, the crop is harvested. It is allowed to wilt in the fields for a very short time after cutting and is then gathered up and hung in barns to dry or "cure." The curing process takes from four to eight weeks depending on weather conditions and on the kind of tobacco being dried.

Now the leaf is dry and brittle, and it will crumble easily. But it must be sorted and packaged into what are called "hands." This step is necessary before the sale of the tobacco. The tobacco farmer waits for damp, warm weather. He allows the leaves thus to absorb moisture and become pliable enough to be handled. Such weather is called "tobacco season."

All of this work and more is necessary in growing tobacco profitably. Tobacco growers say that their year has a thirteenth month called "Tobaccuary," which is made up of all the extra hours they have to work. It does take about four hundred man hours to grow an acre of tobacco, compared with perhaps only eight man hours needed to tend an acre of wheat.

Tobacco is still one of Maryland's chief staple crops, one on which many families depend for a livelihood. The tobacco auctions at Upper Marlboro in Prince George's County and at Hughesville in nearby Charles County are nationally famous. Most Maryland tobacco is grown in the five southernmost counties on the Western Shore of the state.

Smoking and Health

In 1959 the Public Health Service of the United States examined the evidence linking smoking and certain serious illnesses. Its findings were made known to the public. The studies showed that there was

a definite connection between smoking and lung cancer.

Later, studies of hundreds of thousands of people have shown that not only is smoking a cause of lung cancer, but that it shortens the smoker's life and can be blamed for much heart disease, emphysema, and bronchitis! The golden leaf of which Maryland has been so proud has been found to be very harmful to the smoker's health.

Studies indicate that all regular smokers suffer some ill effects to their health. Statistics reveal that smoking is not a gamble. The more one smokes, the shorter one's life, and the more one is apt to have lung cancer and other cancers of the respiratory (breathing) areas. However, a smoker may improve his health and lengthen his life by stopping smoking and allowing his body to repair the damage.

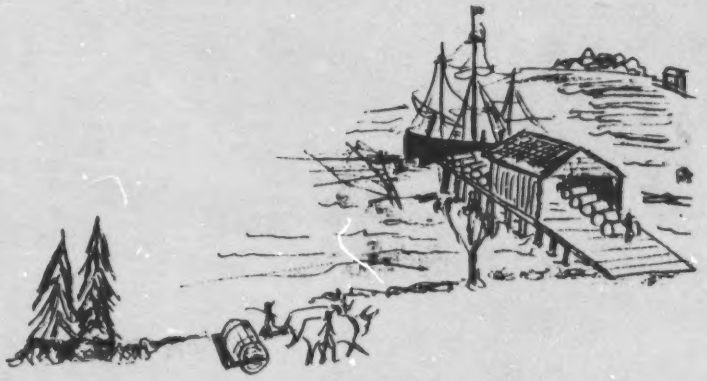
Studies show that young people begin smoking because it is a symbol of adulthood. But by 1970 the trend among persons in their teens to smoke showed a decrease in the habit. It may be that modern young people are recognizing the damage to their health, caused by cigarette smoking. The damage is linked to the amount of smoke inhaled. For this reason, most cigar and pipe smokers usually suffer less damage than cigarette smokers.

If the tobacco habit is bad for one's health why do people continue to grow tobacco for manufacture of cigars, pipe tobacco, and cigarettes? For one thing, the campaign against the tobacco habit is recent. Also, the crop is still a profitable one. Possibly, too, growers and tobacco manufacturers do not yet believe the evidence against smoking.

At any rate, a distinguished health expert, Dr. E. C. Hammond of the National Cancer Institute, in Monograph 19, published January, 1966, "Smoking in Relation to the Death Rates of One Million Men and Women," gives the following table. From over 400,000 men, Dr. Hammond selected 36,975 "matched pairs" of men. The pairs of men were alike in background and habits, except for the fact that one member of each pair smoked a pack or more of cigarettes daily, while the other member had never smoked regularly.

The results over a three year period is summarized as follows:

Age Group	Never Smoked Regularly		Cigarettes Over 20 a day	
	Number of Men	Number of Deaths	Number of Men	Number of Deaths
40-44	3,410	15	3,410	40
45-49	10,468	59	10,468	192
50-54	9,583	123	9,583	252
55-59	6,534	135	6,534	323
60-64	3,990	150	3,990	254
65-69	2,083	98	2,083	193
70-74	747	64	747	98
75-79	160	18	160	33
Total	36,975	662	36,975	1,385



Activity No.: 8.II.B.6

Title: Tobacco Economy

Recommended Time: 45 mins. +

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.3.8.1 2. 2.2.8.1 3. 2.3.8.4 4. 2.7.8.1 5. 4.3.8.2	agriculture cash crop crafts industry market tobacco trade	1. Listen when others speak. 2. Listen and observe with a purpose and report accurately. 3. Identify from an oral presentation a sequence of events or ideas. 4. Take notes while continuing to listen and observe. 5. Relate the past to the present. 6. Work harmoniously together. 7. Help define roles of participants. 8. Help estimate resources needed for a job. 9. Help to choose the best qualified individuals for specific roles. 10. Explore sources of needed materials. 11. Help decide what to do when a plan fails. (over

Content Outline Covered by Activity:

II. Early Colonial Period - 17th Century
  B. Success at St. Mary's City
    5. Tobacco Economy

Activity:

Have students read for homework My Maryland, pages 87-100 and/or Your Maryland, pages 310-315. More advanced students may use Tobacco Coast.

Show slides of modern tobacco production or have a tobacco farmer speak on modern tobacco production or assemble a collection of tools used in the growing of tobacco. Have students compare colonial methods with modern ones.

Discuss with students:

1. Why tobacco was an important colonial crop?
2. What controls existed on colonial tobacco trade? Why?
3. What crafts/industries developed as a result of tobacco cultivation?
4. What problems resulted from reliance on one crop?

Compare each of these with modern tobacco production.

Follow-up: Have students plant two small tobacco patches using colonial and modern methods to plant and cultivate. Photograph results.

Materials:

Middleton, Arthur Pierce. Tobacco Coast: A Maritime History of Chesapeake Bay in the Colonial Era, 1953.

Kaessmann, Beta. My Maryland. Maryland Historical Society, 1955. (over)

Adaptation for Other Levels:

Skills Objectives: (continued)

12. Follow the plan as a guide for action.

Materials: (continued)

Rollo, Vera F. Your Maryland. Maryland Historical Press, 1976.

Activity No.: 8.II.C.1

Title: New Areas of Settlement

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.4.8.1	capital city county market port	1. Read to find answers to questions.

Content Outline Covered by Activity:

II. Early Colonial Period - 17th Century
  C. New Areas of Settlement
    1. Providence (Annapolis) 1695
    2. Leonardtown
    3. Port Tobacco
    4. Decline of St. Mary's City

Activity:

Students should read pages 67-73 and 107-111 in the text, My Maryland. Other sources of reading materials: Rollo, Vera F., Your Maryland. Maryland Historical Press, 1976. Pages 80-87.

Students should answer the following questions:
1. List the reasons for establishing Providence (Annapolis) and Leonardtown.
2. How was Port Tobacco established?
3. List the causes of the decline of St. Mary's City as a community. Relate the moving of the colonial capital to Annapolis and the establishment of Leonardtown as county seat, to the decline.

Materials:

Kaessman, Beta. My Maryland. Maryland Historical Society, 1955.
Rollo, Vera F. Your Maryland. Maryland Historical Press, 1976.

Adaptation for Other Levels:

Activity No.: 8.III.A.1

Title: Maryland...Frontier

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.1.8.1 2. 2.1.8.3 3. 2.3.8.4 4. 2.7.8.1 5. 3.3.8.1 6. 3.3.8.2 7. 4.3.8.2 8. 4.5.8.1 9. 5.3.8.1 10. 5.5.8.1	canal deed flux iron horse road	1. Listen and observe with a purpose. 2. Select answers to questions from material heard and viewed. 3. Determine routes of travel appropriate for different means of transportation.

Content Outline Covered by Activity:

III. Late Colonial Period in Maryland - Eighteenth Century
  A. Pre-Revolutionary Era in Maryland
    2. Migration West and North

Activity:

ITV videotape presentation Maryland...Frontier, St. Mary's County catalogue #234. Tape 20 minutes. See attached guide for student activities.

Materials:

Maryland ITV videotape Maryland...Frontier.

Adaptation for Other Levels:

Activity No.: 8.III.B.1

Title: Maryland...Revolutionary Times

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.6.8.1 2. 2.1.8.1 3. 4.3.8.2	almanac American blockade effigy indentured servant port of entry	1. Listen and observe with a purpose. 2. Select answers to questions from material viewed.

Content Outline Covered by Activity:

III. Late Colonial Period in Maryland - 18th Century
- A. Pre-Revolutionary Era in Maryland
  - 2. Migration West and North
  - 3. Economic Trends
- B. Maryland in Revolution
  - 1. Colonial Conditions Leading to Revolution
    - a. British Colonial Policies
    - b. Maryland Colonial Reaction
  - 2. Maryland's Role in the Revolution
    - a. Loyalist vs. Patriot

Activity:

Videotape presentation Maryland...Revolutionary Times. St. Mary's County catalogue #233. Tape 20 minutes. See attached guide for student activities.

Materials:

Maryland ITV videotape Maryland...Revolutionary Times.

Adaptation for Other Levels:

Activity No.: 8.IV.A.1

Title: Migration to Kentucky and Other Areas

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.1.8.1 2. 4.3.8.2 3. 5.3.8.1	Catholic emigration debts	1. Listen when others speak. 2. Summarize information. 3. Draw inferences and make generalizations from evidence. 4. Trace routes of travel. 5. Determine routes of travel appropriate for different means of transportation. 6. Analyze the organization and structure. 7. Evaluate and draw inferences based on data shown on table of names. 8. Relate past to present.

Content Outline Covered by Activity:

IV. Development of Maryland Before the Civil War
  A. Post-Revolutionary Era
    1. Migration to Kentucky and Other Areas

Activity:

Teacher presentation of background concerning westward expansion. Sources to use: History of St. Mary's County, Maryland, pages 83-93. At end of presentation students should know.

1. The reasons that Marylanders migrated:
   a. Land easily available and cheap.
   b. Catholics wanted political power denied in Maryland.
   c. Citizens had been harmed by British in Revolution, didn't want any repeat situations.
   d. To get away from debts.

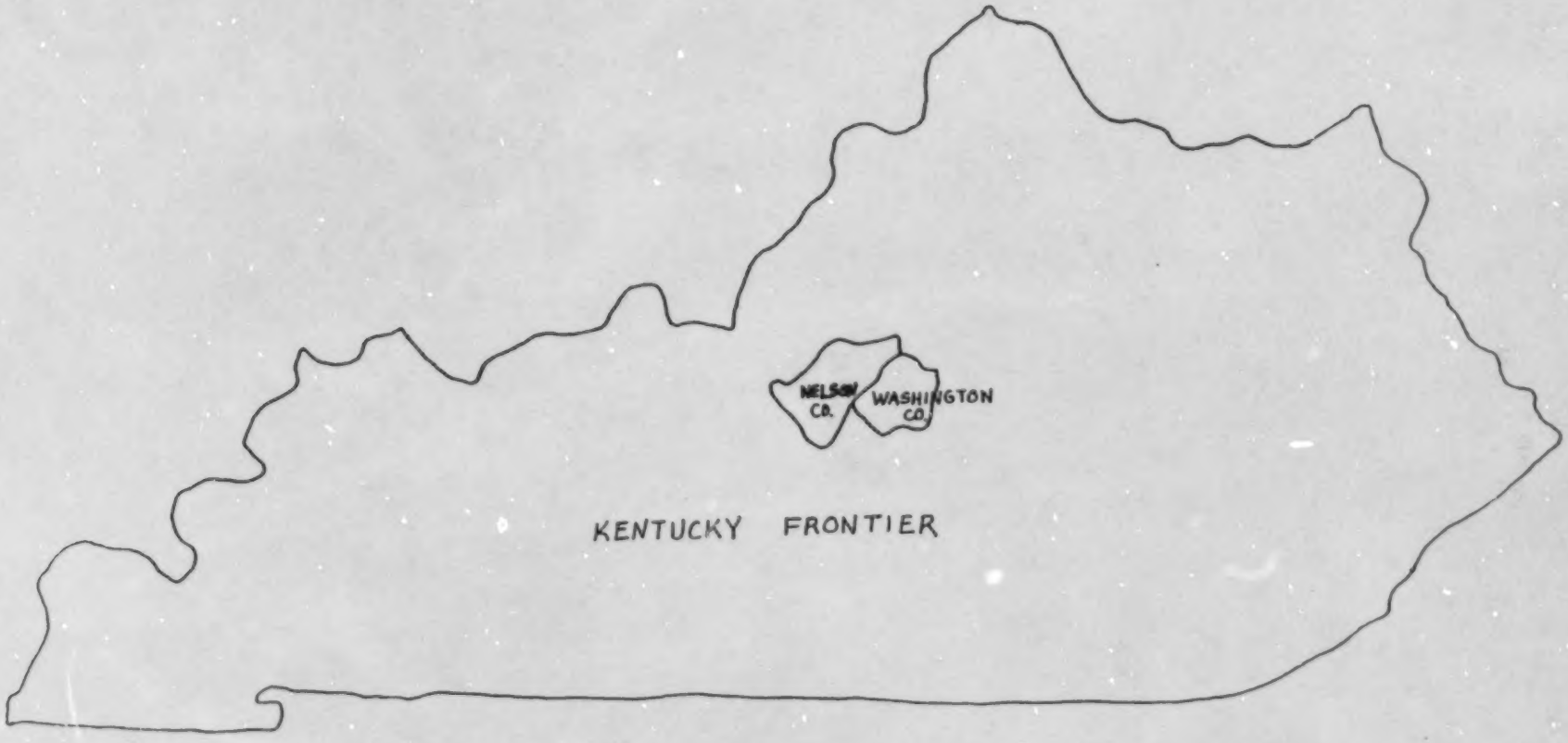
After presentation teacher could present list of migrating St. Mary's countains (pages 85-87) and have students examine list in different ways. 1. How many migrated according to decade? 2. What areas migrants were from? 3. What occupational categories migrants fell into?

Teacher might assign homework assignment: go to local telephone directory to identify names from the list that still exist in present day southern Maryland.

Materials:

Hammett, Regina Combs. History of St. Mary's County, Maryland. 1977.

Adaptation for Other Levels:



AREAS OF SETTLEMENT FROM MARYLAND 1790 - 1810

Activity No.: 8.IV.B.1

Title: War of 1812

Recommended Time: 2 classes

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.7.8.1 2. 4.4.8.1	blockade flag Fort McHenry invasion symbol War of 1812	1. Listen when others speak. 2. Take notes while listening. 3. Select answers to questions from material heard or read.

Content Outline Covered by Activity:

IV. Development of Maryland Before the Civil War
- B. War of 1812
  1. Burning of Washington
  2. Baltimore and Fort McHenry
  3. Barney's Flotilla
  4. Raids
     - a. St. Mary's County
     - b. Others in Maryland

Activity:

Have students read for background information to aid in teacher-led discussion and other class activities. Text: pages 203-226, Unit V. Other sources:

1. History of St. Mary's County Maryland, pages 93-105.
2. Your Maryland, pages 211-228

After reading assignment, teacher should discuss the following to establish student understanding of:

1. Why Washington was burned and the effect it had?
2. Reasons for attack on Baltimore and Fort McHenry and the effect of the results on the War of 1812.
3. Effect British raids had on Maryland inhabitants who were attacked.
4. The influence of Barney's Flotilla on outcome of War of 1812.

Materials:

Hammett, Regina Combs. History of St. Mary's County, Maryland. 1977.
Michael, Mary. Maryland History. Tri-State Printing, 1983.
Rollo, Vera F. Your Maryland. Maryland Historical Press, 1976.

Adaptation for Other Levels:

Activity No.: 8.IV.C.1

Title: Transportation

Recommended Time: 45 min.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 3.3.8.1 3. 5.5.8.1	canal railroad road transportation	1. Read to find answers to questions. 2. Select answers to questions from material heard, viewed, or read. 3. Locate places being studied on maps. 4. Trace routes of travel. 5. Interpret map symbols and legends. 6. Consult two or more maps to gather information about same area.

Content Outline Covered by Activity:

IV. Development of Maryland Before the Civil War
  C. Pre-Civil War Development
    1. Transportation
      a. National Pike
      b. C and O Canal
      c. Chesapeake and Delaware Canal
      d. Railroads - B and O

Activity:

Text assignment: pages 229-273, My Maryland

Student should be given sufficient time to read the text assignment, preferably out of class. Other sources of information:

1) Your Maryland, pages 188-203, 236-245 (map 193)
2) Maryland A History, pages 156-179 (map page 56)
3) Maryland History, pages 55-60
4) Baltimore (map page 17)
5) Maryland - A Picture History (map page 59)
6) American Heritage Pictorial Atlas of U.S. History (map pages 150-151)

When the reading assignment is completed a discussion should take place to determine if students understand:

1) Circumstances that encouraged improvements in transportation.
2) Effects of transportation improvements on westward expansion and the growth of the Port of Baltimore.

After discussion, a blank map should be given to each student and in separate steps the student will draw and label the: (Over)

Materials:

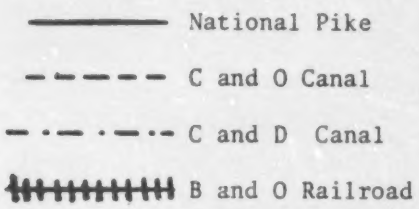
Kaessmann, Beta. My Maryland. Maryland Historical Society, 1955.
Rollo, Vera F. Your Maryland. Maryland Historical Press, 1976.
Walsh, Richard. Maryland A History. Hall of Records, 1983. (Over)

Adaptation for Other Levels:

Activity - Continued

1) National Pike - in its several different stages of development. Label the different stages.
2) C and O Canal (Competition between canal transportation and railroad transportation should be mentioned.)
3) Chesapeake and Delaware Canal
4) Railroad - B and O

Use following legend



Teacher might use an overhead projector and transparencies made from maps attached with curriculum. This activity would give students a knowledge of locations of transportation.

Another blank map might be provided to students for network in the 18th century. This activity could add to an understanding of the development of the Port of Baltimore.

Materials - Continued

Greene, Suzanne E. An Illustrated History of Baltimore. Windsor Publications, 1983.
Jones, Carl[illegible]n. Maryland: A Picture History. Bodine and Associates, Inc. 1976.
Michael, Mary. Maryland History. Tri-State Printing, 1983.

Activity No.: 8.IV.C.2

Title: Early Industrialization

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.5.8.1	canal deed iron horse railroad	1. Select answers to questions from material heard and viewed.

Content Outline Covered by Activity:

History of Maryland

IV. Development of Maryland Before the Civil War
  C. Pre-Civil War Development
    1. Transportation

Activity:

Videotape presentation Maryland...Frontier. St. Mary's County catalogue #234. 20 minutes. Videotape Here and There in Maryland: Field Trips, Baltimore and Ohio Railroad Museum and Chesapeake and Ohio Canal. St. Mary's County catalogue #333 and #341 10 minutes each. See attached guide for student activities.

Materials:

Maryland ITV videotape, Maryland . . . Frontier, Here and There in Maryland, Field Trips, Baltimore and Ohio Railroad Museum and Chesapeake and Ohio Canal.

Adaptation for Other Levels:

Activity No.: 8.IV.C.3

Title: Early Industrialization

Recommended Time: 3-4 classes with homework

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.5.8.1 2. 5.3.8.1	factories flour iron production shipbuilding textile wheat	1. Listen when others speak. 2. Listen and observe with a purpose. 3. Select from an oral presentation those events and ideas that are most important. 4. Take notes while continuing to listen. 5. Use materials as a source of information. 6. Use titles as guides to contents. 7. Use table of contents. 8. Locate appropriate materials/sources. 9. Use card catalogue. 10. Use the Dewey system. 11. Use specialized guides. 12. Select important information pertinent to class activities.

(over)

Content Outline Covered by Activity:

IV. Development of Maryland Before the Civil War
  C. Pre-Civil War Development
    2. Early Industrialization
      a. Flour Milling Industry
        (1) 1815-1827 Leading U.S. Market for Flour, Baltimore
        (2) Growth Caused by Expansion in Wheat Farming and Improvements in Transportation

(over)

Activity:

Students research in the library. Have students work in pairs or small groups to gather and organize information on a given type of early industry (1790-1830). Research may focus on Baltimore area. Materials:

1. Arbuckle, John W. How It Began and How Mills Worked. Baltimore County Public Library, 1980.
2. Arbuckle, Robert D. "John Nicholson and the Great Steamboat Rivalry." Maryland Historical Magazine, Volume 71, September, 1976, pages 60-64.
3. Brewington, M.W. "Chesapeake Bay." Bonanza, 1956, pages 9-25.
4. Jennings, John. Clipper Ship Days. Random House, 1952.
5. Kaessman, Beta. My Maryland. Maryland Historical Society, 1955, pages 274-281.
6. Lyon, Jane. "Clipper Ships and Captains." American Heritage, 1962.
7. Rollo, Vera F. Your Maryland. Maryland Historical Press, 1976.
8. Sharrer, Terry. "Flour Milling in the Growth of Baltimore, 1750-1830." Maryland Historical Magazine, Volume 71, September, 1976, pages 322-333.
9. Walsh, Richard. Maryland A History. Hall of Records, 1983, pages 156-179.

Materials:

See above.

Adaptation for Other Levels:

Below grade - Make a model of a steamboat or clipper ship - source: James Carleton Maryland: A Picture History. Bodine and Associates, Inc., 1976, page 42.

Below grade - 1. Map showing location of early industry around Baltimore area.
2. Drawing of flour mill - source: How It All Began and How the Mills Worked.

Content Outline (continued)

b. Other Industry
   (1) Shipbuilding and Sharp-Built Schooners
   (2) Textile Factories
   (3) Iron Production

Skills Objectives (continued)

13. Record information.
14. Make outline on a topic.
15. Select information about a topic using more than one source.
16. Make an outline of information gained.
17. Summarize information.
18. Make a bibliography.
19. Make generalizations from evidence.
20. Collect and review information.
21. Synthesize evidence.
22. Work harmoniously with others.
23. Demonstrate a sense of responsibility.
24. Consider ideas, opinions and feelings of others.
25. Provide suggestions for the group to consider.
26. Listen to group proposals.
27. Realize not all suggestions are acceptable.
28. Suggest alternatives.
29. Work with others on suggestions or alternatives that will be used.
30. Help keep group on defined task.
31. Explore sources of needed materials.
32. Help to decide reporting procedures.

Activity (continued)

Students should present reports orally. As a result students should know:

1. Types of early industry.
2. Why and how it developed.

Students should understand:

1. How early industry changed social structure.
2. How Maryland (Atlantic Coast) economy was influenced and changed by early industry.
3. How early industry contributed to development of Baltimore as a port.
4. How changes in transportation aided in the growth of early industry.

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Flour Milling in the Growth of Baltimore, 1750–1830

G. TERRY SHARRER

IRON PRODUCTION, SHIPBUILDING, TEXTILE MANUFACTURING, AND FLOUR MILLING were Baltimore's seminal industries. The Principio Company mined iron ore on Whetstone Point in the 1720s, and the town's earliest forge was built on Gwynn's Falls before 1730. By 1800 Baltimore was already famous for its local, sharp-built schooners, the predecessors of the clipper ships. The Baltimore Manufacturing Company was organized in 1789 to make cotton duck, and several other textile factories opened in the city during the War of 1812. Flour milling in and about Baltimore began in the 1750s, and by 1800 there were fifty "capital merchant mills" within eighteen miles of the Howard Street flour merchants. Between 1815 and 1827, Baltimore was the leading flour market in the United States and possibly in the world.[1]

World and domestic market conditions, and the expansion of wheat farming in Maryland, established the basic supply and demand factors in the rise of Baltimore as a flour milling and marketing center. Improvements in transportation, advances in milling technology, and the development of an effective marketing system allowed Baltimore's merchants to enlarge their share of the flour trade in competition with the merchants of New York, Philadelphia, Alexandria, and Richmond.

Before explaining these factors, however, it is important to consider that among the major Atlantic trade commodities in the eighteenth century, flour was the most perishable. Cotton, indigo, tobacco, and lumber were clearly more durable than foods. Merchants occasionally complained about watered-down rum or wine freezing in cold weather, but drinks kept well and even improved with age. Sugar, rice, dried meats, and salted fish, transported in tight barrels, rarely spoiled in commerce between America and Europe. English dairymen prepared butter for export by using a concentrated cure of sugar, salt, and saltpeter that supposedly maintained edibility for up to three years. Both wheat and hard-baked breads had a longer merchantable life than flour. Fermentation ruined flour quickly in hot humid climates, and eventually even in a cool dry atmosphere. In 1750 flour milled in Baltimore kept sweet perhaps no longer than three months, and less time than that if sent to the tropics. Consequently, perishability established the physical frontiers of the flour trade.[2]

Before 1823 American flour exports usually exceeded home consumption, and conditions in foreign markets directed trade. Baltimore merchants looked first to the West Indies, then to Europe during the wars of the French Revolution and Napoleon, and later to South America as having the best markets for flour. Americans generally sought opportunities for foreign business without actually controlling overseas trade.[3]

The flour trade to the West Indies began well before the American Revolution and lasted long afterwards for two main reasons. First, the West Indians specialized in producing cocoa, coffee, indigo, and sugar to the extent that they became dependent on imported food for their own consumption. With high prices and protected markets, Jamaican sugar planters could reap five times the value of an acre of corn from an acre of sugar cane. The islanders raised the crop that gave them the greatest returns and imported their groceries.[4]

Second, flour sent from Europe to the West Indies usually spoiled before it arrived. Atlantic crossings, as from Cork, Ireland, to Kingston, Jamaica, often took two months or more. Voyages from Philadelphia or Baltimore to Kingston ordinarily required a month, even though the route, in a square-rigged ship, involved crossing the Atlantic west to east to pick up favorable winds and currents for the Caribbean. Besides the time and distance of transportation, English flour milled in a cool climate rotted in the tropical heat. American flour, drier because of climate and processing, kept fresh long enough for the journey to the Caribbean. Flour milled in Maryland and Virginia especially suited the West Indies trade.[5]

Dr. G. Terry Sharrer is Assistant Curator, Division of Extractive Industries, Smithsonian Institution.

1. James M. Swank, *History of the Manufacture of Iron in All Ages* (Philadelphia, 1892), p. 252; Howard I. Chapelle, *The History of American Sailing Ships* (New York, 1935), p. 277; Victor S. Clark, *History of the Manufacturers in the United States, 1607–1860* (Washington, 1916), p. 192; Duke de la Rochefoucault Liancourt, *Travels Through the United States . . . in the Years 1795, 1796 and 1797 . . . .*, 4 vols. (New York: Da Capo Press, 1970 reprint of 1799 edition), 3: 605; *Niles' Weekly Register*, 34 (June 7, 1828), p. 238.

2. Samuel Butler, *The Town and Country Almanac for the Year of Our Lord 1804* (Baltimore, 1803), p. 28 (for recipe to preserve butter after "the farmers in the parish of Udney, in the county of Aberdeen"); Percy A. Amos, *Processes of Flour Manufacture* (London, 1915), p. 113; Joseph H. Shellenberger, "The Influence of Relative Humidity and Moisture Content of Wheat on Milling Yields and the Moisture Content of Flour," U. S. Department of Agriculture, *Bulletin No. 1013* (December 22, 1921), p. 12; Clyde H. Bailey, *The Chemistry of Wheat and Flour* (New York, 1925), p. 132; W. B. Kemp, *Cake and Biscuit Making Qualities of Flour From Maryland Wheats*, University of Maryland Agricultural Experiment Station Bulletin No. 360, March, 1934, (College Park, Md., 1934), p. 332.

3. For United States flour inspections, exports, and home consumption see *Niles' Weekly Register*, Vol. 34 (June 7, 1828), p. 238; Charles H. Evans, comp., *Exports, Domestic From the United States to All Countries from 1789 to 1883* (Washington, 1884), p. 22; home consumption of flour is simply inspections minus exports.

4. John T. Schlebecker, *Whereby We Thrive: A History of American Farming, 1607–1972* (Ames, Iowa, 1975), p. 43.

5. I wish to thank Mrs. Lydia M. Frank, Assistant Manuscript Librarian, Mystic Seaport, Mystic, Connecticut, for providing me with a sampling of sailing schedules between Britain, North America, and the West Indies in the late eighteenth century. Ship's log no. 687 shows six voyages from Cork, Ireland to West Indian ports in 62, 78, 52, 54, 63, and 44 days. Logs 389, 331, 387, 2, and 496 include voyages from New York and Connecticut ports to the West Indies in 24, 29, 31, 27, 21, and 25 days. For a comparison of English and American flour see Sir Humphrey Davy, *Elements of Agricultural Chemistry* (Philadelphia, 1815, reprint of 1803 edition), p. 127; Antoine Francoise Fourcroy, *The Philosophy of Chemistry*, 7 vols. (London, 1795), 7: 110; for superiority of southern milled flours see John C. Brush, *A Candid and Impartial Exposition of the Various Opinions on the Subject of the Comparative Quality of the Wheat and Flour in the Northern and Southern Sections of the United States, . . .* (Washington, 1830), pp. 29–31; Lewis C. Beck, "Second Report on the Breadstuffs of the United States," U. S. Patent Office *Report*, 1849, Part II, Agriculture (Washington, 1850), pp. 53–55 and p. 74.

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lenry Stevenson apparently sent the first cargo of flour from [illegible] to the st Indies in 1758, and by 1769 the city's bread and flour exports amounted to 868 tons. Congress and the Maryland Assembly embargoed flour exports ing the Revolution, but occasionally permitted shipments for the French and nish fleets in the islands. After the war, the British hoped to encourage the adians to produce flour for the West Indies, but were entirely unsuccessful. ertheless, Britain regulated commerce and navigation to the islands, naring American ships attempting unauthorized access. Baltimore merchants t about 250 cargoes, some entirely in flour, to the West Indies in 1784 and re later. By 1787 Samuel Smith, then a flour merchant in Baltimore, believed t the high prices the West Indians paid for flour equalled "to full the amount eizures made by his majestyes officers." United States trade to the French, nish, Dutch, and Danish islands met with various restrictions, but in ndabout ways and because of food shortages in the islands. American flour naged to reach all the West Indian markets.[4]

By the end of the eighteenth century, famines and wars plagued Europe, ening its peoples' ability to feed themselves. Harvest failures of continental portions occurred in 1783, 1788, 1795, and 1800, and there were national rtages in other years. Wars against the French Republic and Napoleon lasted n 1793 to 1815, with a peaceful interlude of but a single year. In these astrophies, Americans found opportunities for considerable profit. Jefferson, the eve of the First Coalition War, wrote: "This [war in Europe] we cannot p, and therefore we must console ourselves with the good prices of wheat which vill bring us. Since it is so decreed by fate, we have only to pray that their ldiers may eat a great deal."[7]

'ood became a weapon in the European wars as Napoleon organized the ntinental System to starve England into submission. Britain, unable to receive ficient grain imports from the Baltic and the Low Countries, turned to the ited States for wheat and flour. Merchants in New York, Philadelphia, and ltimore had especially brisk sales of breadstuffs for England in 1806 and 1807. wever, Britain escaped Napoleon's scheme, broke the continental plan, and n sought to restrict American trade. British Orders-in-Council and the Berlin l Milan decrees of France in 1807 trapped commerce from the United States ween "the tiger and the shark." President Jefferson responded with an bargo on exports from the United States which lasted from December 1807 to ruary 1809.[8]

4. Thomas Scharf, *History of Baltimore City and County* (Philadelphia, 1881), p. 374; Ruthella M. bins, "The City of Baltimore, 1797-1850," in Clayton C. Hall, ed., *Baltimore: Its History and Its ple*, 2 vols. (New York, 1912), 1: 19; B. W. Bond, Jr., *State Government in Maryland, 1777-1781* ltimore, 1905), p. 86; Lowell J. Ragatz, *Statistics for the Study of British Caribbean Economic tory, 1763-1833* (London, 1927), p. 7; Rhoda M. Dorsey, "The Pattern of Baltimore Commerce ing the Confederation Period," *Maryland Historical Magazine*, 62 (June 1967): 130; Letter of nuel Smith to M. and T. Gregory, London, April 22, 1787, Samuel Smith Letterbooks, Vol. 1, 86, MS. 1152, Maryland Historical Society (hereafter MHS).

David MacPherson, *Annals of Commerce*. . . . 4 vols. (London, 1805), 4: 26; European famine rtly before the French Revolution described in *The Maryland Journal and Baltimore Advertiser*, ruary 20, 1789; Louis M. Sears, *Jefferson and the Embargo* (Durham, 1927), pp. 16-17.

W. Freeman Galpin, *The Grain Supply of England During the Napoleonic Period* (New York, 5), p. 147; for Anglo-American wheat and flour trade especially, see William Taylor Papers, vol.

[illegible] flour inspections reached a peak in 1807, business fell to "no demand" levels during the embargo, although John Randolph of Roanoke believed the city's merchants carried on a thriving smuggling trade. England had fewer wheat and flour imports in 1808 than in any year during the nineteenth century. In the end, however, the embargo failed because it hurt Americans more than Europeans.[9]

After the embargo's repeal, American flour exports to Europe reached new peaks because of British demand during the Peninsular War. Even after Congress declared war in 1812, the flour trade to the British army in Spain continued. Jefferson glibly reasoned: "Better to feed them there for pay than feed and fight them here for nothing." In July 1813, however, Congress finally suspended trade with the enemy as the British blockaded the Chesapeake Bay. In September 1814, after burning Washington, the British made a halfhearted and ill-fated attack on Baltimore.[10]

American agricultural productivity, particularly in wheat and flour, emerged over the period 1783 to 1815 as a factor of considerable economic importance in Europe. Besides wars and famines, population growth and industrialization, particularly in England, pointed toward a situation of permanent dependence on food imports. British landed and agricultural interests demanded protection from foreign competition in the home market. In 1815 Parliament enacted Corn Laws that greatly reduced the market for foreign breadstuffs in Britain. Peace had a beneficial effect on farming, although periodic shortages occurred in Europe which resulted in a need for food imports from the United States. Nevertheless, between 1815 and 1830 the European markets for wheat and flour greatly diminished.

Meanwhile American merchants turned to the West Indies trade and beyond to South America. Cuba, before 1823, and Brazil afterwards were the best single markets for American flour. Baltimore had a strong trade with Brazil, exchanging flour for coffee. Improvements in milling technology (see below) allowed Baltimore flour to bear the long voyages to Buenos Aires, and around Cape Horn to Santiago and Lima. Baltimore's flour inspections from 1815 to 1827 exceeded those of other American markets mostly because of the South American trade.[11]

38, (MS. 4650), Library of Congress. William Taylor was a Baltimore flour merchant who dealt heavily in the English trade during the Napoleonic Wars.

9. Baltimore flour inspections from 1798 to 1910 compiled by Bibbins, "The City of Baltimore, 1797-1850," p. 517. In spite of the Embargo's depressing effects, Baltimoreans generally supported the attempt to force concessions from the European powers. Samuel Smith, the Baltimore flour merchant elected United States Senator, carried the embargo bill through the Senate. Five thousand Baltimoreans signed a resolution approving of the embargo. See Walter W. Jennings, *The American Embargo, 1807-09* (Iowa City, 1929), p. 144; Louis M. Sears, "The Middle States and the Embargo of 1808," *South Atlantic Quarterly*, 21 (April 1922): 167; William Smart, *Economic Annals of the Nineteenth Century, 1801-1820*, 2 vols. (New York, 1964 reprint), 1: 198; also see poem "Embargo" in *Federal Gazette and Baltimore Daily Advertiser*, June 17, 1808.

10. W. Freeman Galpin, "The American Grain Trade to the Spanish Peninsula, 1810-1814," *American Historical Review*, 28 (October 1922): 25; *American State Papers*, Class IV, Commerce & Navigation, 2 vols. (Washington, 1832-1861), 1: 968; see also *Federal Republican & (Baltimore) Commercial Gazette*, August 26, 1811.

11. Frank R. Rutter, *South American Trade of Baltimore* (Baltimore, 1897); Social Science Research Council, *Statistical History of the United States* (Stamford, Conn., 1965), pp. 551 and 553. The inspection of flour was a method of guaranteeing uniformity in the quality of wheat exported.

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In 1823 and from 1825 onward, consumption of flour in the United States was such that domestic trade in flour was more important than foreign exports. Baltimore merchants had business with Boston customers, trading barrels of flour for barrels of fish. In the domestic trade, however, Baltimore had no particular advantage from the superior keeping quality of its flour. New York could easily send flour to Boston or Newport in two or three days. After 1827 New York became the nation's leading flour market, although Baltimore held its position as second until the Civil War.

The demand for flour in Baltimore's trade was the main impetus for Maryland farmers to raise wheat. Consequently, the era of high flour prices before 1815 encouraged patterns of land, labor, and capital use in farming different from those after the War of 1812 when flour prices declined. Wheat production increased when prices were high because more people raised more grain. Production continued to increase when prices fell because farmers became more efficient.[12]

When Maryland farmers shifted from tobacco to wheat, they did so with as little change as possible in agricultural practices. They substituted one crop for the other, continuing extensive and exhaustive use of the land. Wheat produced good yields even on worn-out tobacco lands until repeated croppings created diminishing returns. The best lands produced about twenty bushels of wheat per acre, while harvests of five bushels an acre were minimally profitable. Stronger plows, seed drills, and cradles came into use in the 1780s, giving farmers more effective tools to plant and harvest larger acreages.[13]

Wheat farms tended to be most extensive on the Eastern Shore. Edward Lloyd IV, for example, owned farms totalling more than 11,000 acres in Talbot County, and raised wheat as his chief cash crop. Eastern Shoremen specialized in producing a white wheat that the Baltimore millers especially desired because its bran did not discolor flour. Farms in the Piedmont counties were generally larger in the western sections where land prices were less expensive.[14]

A movement to improve agricultural practices in Maryland began before the end of the eighteenth century. In 1799 John Beale Bordley advocated techniques in management that became accepted much later. The first agricultural newspaper in the United States was published in Georgetown, District of Columbia, from 1810 to 1812. But reform made little headway. So long as farmers could buy land at relatively low prices and own it virtually tax-free, they could exploit the soil as an inexpensive resource. Increasing population density bid up

12. The price of flour, in Baltimore, began to fall in the spring of 1817. In four years, the price declined from $14.00 to $3.62 a barrel (see *Baltimore Price Current* for weekly flour prices from 1803 to 1830).

13. "A New Yorker [James Kent] in Maryland: 1793 and 1821," *Maryland Historical Magazine*, 48 (June 1952): 138; Leo Rogin, *The Introduction of Farm Machinery in its Relation to the Productivity of Labor* (Berkeley, 1931), p. 126; Charles Carroll Diary, entry for August 4, 1792, (MS. 209), MHS. For good accounts of a farmer raising wheat, see Thomas Jones Record Books, 1784-93, MS. 517, MHS.

14. Lewis C. Gray, *History of Agriculture in the Southern United States to 1860*, 2 vols. (reprint ed., Gloucester, Mass., 1958), 2: 619; Lloyd Papers, Part II, Maintenance of Property, (MS. 2001), MHS, shows an extensive wheat farming operation.

the price of land, but the good price of wheat, before 1815, brought profits that reinforced old practices.[15]

In the 1820s, however, Maryland experienced the beginnings of an "agricultural revival," as wheat and flour prices dropped to astonishingly low levels. Fundamental to the revival was better land management. Farmers began to understand the principles of agronomy as they read Sir Humphrey Davy's *Elements of Agricultural Chemistry* and Edmund Ruffin's *Essays on Calcareous Manures*. Fertilizers and conditioners, farmers found, improved the texture and chemical composition of the soil. Crop rotations allowed plant nutrients to regenerate. Deep plowing and turning under cover crops fit into the rotation plan. Also, wheat farmers began to use new kinds of plows, seed planters, cleaning fans, and threshing machines that increased productivity and enhanced the market quality of the crop. Seed stock improvement became important, as farmers sought higher yielding varieties and strains that were resistant to fungus and insect infestations. With better tools and seeds, farmers learned they could profitably invest capital in the methods of husbandry, instead of land, to increase returns. "If I were a young man now," wrote an English traveler in 1819, "I would begin on the poor worn out land, which is to be bought low, and may soon be regenerated. . . ." This was the essence of the agricultural revival.[16]

Merchants, manufacturers, journalists, and educators in Baltimore shared the farmer's concern for improvement, joined agricultural societies, read the latest literature, and carried out experiments with plants, animals, tools, and techniques. The Maryland Agricultural Society was formed in Baltimore in 1818. The following year John Stuart Skinner began publishing the *American Farmer* that, together with *Niles' Weekly Register*, gave Baltimore the best agricultural press in the United States for many years. City inventors patented new farm implements and manufacturers made the machines farmers needed. Reformers advocated, when it proved economically realistic, further specialization in wheat farming, which in turn stimulated greater efficiency. Baltimore became the hub of the agricultural revival in Maryland, as it was already the economic magnet of the state.[17]

While Baltimore's flour trade stimulated farmers to raise wheat abundantly, it also created circumstances favorable for improving transportation systems in Maryland. Harbor development in Baltimore, canals on the Susquehanna and Potomac rivers, and turnpikes and railroads were the major projects undertaken

15. John Beale Bordley, *Essays and Notes on Husbandry and Rural Affairs* (Philadelphia, 1799); Vivian Wiser, "The Movement for Agricultural Improvement in Maryland, 1785-1865," (Ph.D. diss., University of Maryland, 1969), p. 145.

16. Avery Craven, *Soil Exhaustion as a Factor in the Agricultural History of Virginia and Maryland, 1606-1860* (reprint ed., Gloucester, Mass., 1965), Ch. 4; William Faux, *Memorable Days in America* (reprint ed., New York, 1969), p. 105.

17. Auguste Levasseur, *Lafayette in America in 1824 and 1825*, 2 vols. (reprint ed., New York, 1970), 1: 169, remarked on the merits of the Maryland Agricultural Society in Baltimore. Almost half of the Marylanders who took out United States patents for agricultural implements before 1830 lived in Baltimore (see: *Letter from the Secretary of State Transmitting a List of All Patents Granted by the United States. . . .* [Washington, 1831], passim), for a Baltimore farm implement manufacturer and the tools he made, see Jonathan Eastman's advertisement in *Baltimore Patriot & Mercantile Advertiser*, January 1, 1828.

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between 1783 and 1830. Of these, harbor improvements benefited Baltimore's trade most directly and immediately. The ability to accommodate more shipping attracted more trade. Neither canal project, on the other hand, terminated traffic in Baltimore and, therefore, gained little of the city's support. Without long-distance waterways, Baltimore's agricultural hinterland was confined by a mountain barrier little more than a hundred miles to the west, and economic barriers of competing commercial cities a short distance to the north and south. Consequently, Baltimore's flour milling industry depended on relatively nearby farmers continuing to raise wheat.

In 1785 the Maryland legislature received petitions (mostly from Baltimore County) for thirteen major roads covering 504 miles. Two years later, the legislature authorized construction of turnpikes from Baltimore to Frederick, to Hanover via Reisterstown and Westminster, and to York. Other turnpikes from Baltimore to Washington, Havre de Grace, and along Jones Falls were begun before the War of 1812. By 1817 the English traveler Morris Birkbeck wrote: "to give an idea of the internal movement in this vast hive, about 12,000 wagons passed between Baltimore and Philadelphia, in the last year, with from four to six horses, carrying from thirty-five to forty cwt. [hundredweight]" Good roads established farmers' access to market, reduced transportation costs, and speeded the flow of goods. Millers in the western counties could market their flour through Baltimore with lower freight costs. In 1798 it cost about $3.30 to haul a barrel of flour from Hagerstown to Baltimore, where it sold for $7.50. In 1825 freight over the same distance cost only 50c, and the flour sold for $4.50. The difference of nine times more value than freight cost in 1825 was mostly the result of the turnpikes. When a team pulling twenty-eight barrels of flour (about 2.8 tons) arrived in Baltimore from Bedford, Pennsylvania, in June 1825, *Niles' Weekly Register* reported "this is another proof of the great utility of good roads. Ten years ago, half that number of barrels was considered a full load, and but few teams were able to haul even so many. . . ." By 1830 Maryland had about three hundred miles of improved turnpikes.[18]

Improved roads also allowed businessmen in the city to extend their activities to the countryside. Baltimore flour merchants entered into partnerships with rural millers, or established enterprises themselves in the country, principally to exchange manufactured goods for flour. Satellite villages developed as temporary sub-markets. Typically, such a village had a merchant flour mill, a store, and several tradesmen's workshops. They occasionally had a separate grist and sawmill operation, or an inn. The village miller bought farmers' wheat, paying either in cash or in credit at the store. Where stores included post offices, farmers could buy goods, pick up their mail, and learn the latest news about prices and trade in commodities. Tradesmen, usually coopers, wheelwrights, and blacksmiths supported the mill business while offering services to farmers. Although the village did not meet all the farmer's needs, it did provide sufficient attraction to concentrate the economy of a rural neighborhood at one place. Such villages were usually located on or near one of the turnpikes leading to Baltimore. As the local businesses were highly dependent on each other, the village itself prospered or declined and disappeared in response to changes in the flour trade.[19]

In 1829 two railroad companies were formed in Baltimore: the Baltimore and Ohio and the Baltimore and Susquehanna. Both railroads intended to serve the flour trade. The B & O built its first line to Ellicott's Mills and by 1831 was hauling the equivalent of nearly one-fourth of Baltimore's annual flour inspections. The Baltimore and Susquehanna line ran north from the city along Jones Falls and terminated at Tyson's Mill in York Haven, on the Susquehanna. Organizers of the line calculated that they could haul 130,000 barrels of flour from the ten mills along Jones Falls alone. In time the railroads brought Baltimore its route to the west, although the B & O did not touch Wheeling on the Ohio River until 1853.[20]

A fundamental change in milling technology accompanied Baltimore's growth as a center for flour production and trade. In 1783 Oliver Evans designed a mechanical plan for manufacturing flour that eliminated most of the backbreaking labor characteristic of milling. Elevators and conveyors moved wheat and flour through the processing stages. Evans attached fans, rolling screens, a drying device, and bolting reels to the power transmission that had ordinarily operated only the grinding stones. From the point where a farmer delivered wheat to the mill to the final packing of flour in barrels, the machinery carried out the process continuously and automatically. Evan's engineering of automation was the first important American contribution to industrial development after the Revolution.

Although Evans worked out the design in Maryland, he first installed the machinery in a Delaware mill. Maryland granted Evans a state patent in 1787, and the United States issued its third patent to him in 1790. Merchant-millers in Baltimore quickly adopted Evans's plan, the first of the major milling centers to take advantage of the innovation.[21]

The most important benefits of Evans's plan were the reduction of labor costs and the effective drying of flour without artificial heating. Evans calculated that for a mill producing forty barrels of flour a day, the automated machinery reduced

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18. Alfred C. Bryan, *History of State Banking in Maryland* (Baltimore, 1899), p. 13; St. George L. Sioussat, *Highway Legislation in Maryland* (Baltimore, 1909), p. 163; Joseph A. Durrenberger, *Turnpikes: A Study of the Toll Road Movement in the Middle Atlantic States and Maryland* (Valdosta, Ga., 1931), p. 37; Morris Birkbeck, *Notes on a Journey in America* (London, 1818), p. 36; Merchants and Manufacturers Association of Baltimore, *A Sketch of the History of Maryland* (Baltimore, 1882), p. 29; *American State Papers*, Miscellaneous, Vol. 1, p. 919; Thomas J. C. Williams, *A History of Washington County, Maryland*, 2 vols. (reprint ed., Baltimore, 1968), 1: 457; *Niles' Weekly Register*, 28 (June 25, 1825), p. 272.

19. For descriptions of mill villages, see "Park Head Forge and Mills [Washington County]," *Federal Gazette and Baltimore Daily Advertiser*, January 8, 1796; "Rock Run Mills [Cecil County]," *Federal Republican and Commercial Gazette* (Baltimore), October 5, 1811; Jarrett's Mill, Harford County, in *Federal Gazette & Baltimore Daily Advertiser*, January 22, 1813; Martha B. Tyson, *A Brief Account of the Settlement of Ellicott's Mills*, (Baltimore, 1871); and Shriver Collection, (MS. 750, MHS, illustrating the operations of the Shriver family's several businesses at Union Mills, Frederick County, 1795-1850; the village of Rockland, north of Baltimore at the intersection of Falls Road and Old Court Road, was built by Thomas Johnson in 1813 and remains today with several of its original buildings.

20. J. Thomas Scharf, *History of Maryland*, 3 vols. (reprint ed., Harboro, Pa., 1967) 3: 166; Milton Reizenstein, *The Economic History of the Baltimore and Ohio Railroad, 1827-1853* (Baltimore, 1897), p. 74; *Baltimore Patriot & Mercantile Advertiser*, September 15, 1829; see also Niles' description of transportation projects, *Niles' Weekly Register*, 14 (April 12, 1828), p. 109.

21. Greville Bathe and Dorothy Bathe, *Oliver Evans* (Philadelphia, 1935), p. 289.

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the needed laborers from four men and a boy to two men, with a savings of about $800 a year. In effect, the machinery substituted for unskilled labor. Evans actually named one of his inventions for the laborer it replaced, "the hopper boy." This machine spread freshly ground flour, then gathered it for bolting. By continuously raking the flour, exposing it to air, the hopper boy accelerated drying and reduced the time of the operation from twelve to six hours. The better method of drying improved the flour's keeping quality, and accounted for its superiority in long distance trade.[22]

In 1795 Evans published the *Young Mill-wright and Miller's Guide*, explaining his plan in sufficient detail so that any builder could duplicate the construction. Many did, without paying Evans a royalty. Years of patent fights followed with the controversy coming to a decision in 1811 with the suit of Evans v. Robinson. Samuel Robinson actually represented several Quaker millers in Baltimore. They claimed first that Evans had not originated the machines in his plan, excepting the hopper boy. Instead of increasing profits in milling as Evans advertised, they asserted that Evans's plan had only driven up the price of wheat because the capacity to manufacture flour had outstripped farmers' ability to supply wheat. Robinson and company hoped the court, finding for the defense, would abrogate Evans's patent.

However, the decision upheld the plaintiff, Evans. The defeated millers then petitioned Congress, using Thomas Jefferson's testimony against Evans having originated the automated plan. The petition failed. Evans again supported his claim to "improvements on the art of manufacturing grain into meal and flour." The fight between Oliver Evans and the Baltimore millers paralleled the dispute between Rumsey and Fitch over who invented the steamboat, and involved circumstances similar to Whitney's attempts to protect his rights to the cotton gin. Whatever effect patent rights might have exerted in limiting the spread of technological innovation, the actual result was minimal, as those who had a considerable need for a new idea or improved technique quickly adopted it, one way or another.[23]

By 1815 the relative advantage Baltimore millers acquired by being first to adopt widely Evans's automated plan had largely dissipated, as millers in other centers gained technical parity. Also by 1815 a second fundamental change in milling technology occurred, the beginning of steam power. Unlike their experience with automation, however, the Baltimore millers found little success with steam engines.

Oliver Evans also pioneered development of steam engines in the United States and built the first steam mill in 1805 at Pittsburgh. A Baltimore inventor had attempted to build a steam mill as early as 1789, but the venture failed, and the city had no steam powered flour mill before that of Charles Gwinn in 1813. Then in 1818 Isaac McKim built a large mill on Smith's Wharf, using most of Evans's design for machinery, and having a sixty horsepower Watt and Bolton steam engine. The mill produced 200 barrels of flour a day, which was as great a capacity as any of Baltimore's mills. McKim estimated that fuel cost two and a half cents to grind a bushel of grain. That small amount multiplied by hundreds of thousands of bushels came to a considerable sum. In fact, McKim was unable to make a profit in the business, paying for coal and wheat while flour prices fell. By 1830 McKim converted the mill to roll copper. Baltimore millers simply could not afford operating expenses for steam power.[24]

Near cheap fuel sources and where water power was insufficient for milling, however, steam power came into use. Pittsburgh, Wheeling, Cincinnati, Marietta, Stubenville, and Louisville became centers for steam-powered flour milling. Steam also revitalized country gristmilling. In effect, the second major technological change in milling had a dispersing influence on the industry, opposite to the trend toward concentration that automatic milling had brought in the 1780s.[25]

As Baltimore's flour trade expanded, marketing had a correspondingly larger and more complex role. Individuals and institutions provided new business services. Some involved only the flour trade, while others began in flour, but continued by fulfilling marketing needs in the broader commercial community.

Baltimore merchants learned the advantages of specialized wholesaling in the tobacco trade. Dealing in one commodity made an efficient use of the merchant's talents, while his expertise developed. The increasing volume of business in flour drew wholesalers into that specialty. Between 1796 and 1804 the number of flour merchants in Baltimore grew from fourteen to fifty-one. Types of activity varied from merchants who dealt entirely or partially on their own accounts to those who performed services for commission. Brokers who simply arranged transactions rarely handled flour and instead acted as intermediaries between farmers and millers for the sale of wheat. Since flour merchants specialized in that commodity, they profited and suffered as prices changed. While they could efficiently arrange transactions, storage, transportation, insurance, and other major services, they had limited ability to provide the degree of quality control needed in trading flour to the most distant markets. Consequently, Baltimore's wholesale flour merchants dealt most vigorously in the domestic, European, and West Indian trades between 1783 and 1815. Afterwards, many shifted to other specialties.[26]

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22. Oliver Evans, *The Young Mill-wright and Miller's Guide* (Philadelphia, 1795), Part 3, Ch. 4, p. 122.

23. Bathe, *Oliver Evans*, pp. 189 and 323; *Memorial to Congress of Sundry Citizens of the United States Praying Relief from the Oppressive Operation of Oliver Evans's Patent* (Baltimore, 1813); *Federal Gazette and Baltimore Daily Advertiser*, May 21, 1813; Oliver Evans, *A Trip Made by a Small Man in a Wrestle with a Very Great Man* (Philadelphia, 1813), p. 13; for descriptions of Baltimore mills, with Evans's improvements, see *Federal Gazette & Baltimore Daily Advertiser*, August 2, 1800, p. 1 for Woodberry Mills; *Federal Gazette and Baltimore Daily Advertiser*, December 12, 1796, p. 1 for Mount Clare Mill; (Baltimore) *American and Commercial Daily Advertiser*, November 16, 1801, p. 3 for Kingsbury Mills; Joseph Scott, *A Geographical Dictionary of the United States* (Philadelphia, 1805), "Baltimore."

24. *Maryland Journal*, May 19, 1789; John M. Duncan, *Travels Through Part of the United States and Canada in 1818 and 1819*, 2 vols. (Glasgow, 1823), 1: 236; Joseph Pickering, *Inquiries of an Emigrant* (London, 1832), p. 28; Karl Bernhard, *Travels Through North America During the Years 1825 and 1826*, 2 vols. (Philadelphia, 1828), 1: 166; *Baltimore Patriot & Mercantile Advertiser*, January 31, 1827; Charles Varle, *A Complete View of Baltimore* (Baltimore, 1833), p. 86.

25. John L. Bishop, *A History of American Manufactures*, 3 vols. (Philadelphia, 1868), 2: 217; John Palmer, *Travels in the United States* (London, 1818), pp. 58, 59, 63, and 73 for steam powered mills in Ohio; U. S. House of Representatives, *Report of the Secretary of the Treasury on Steam Engines* (Washington, 1836), p. 214.

26. *The Baltimore Town and Fell's Point Directory* (Baltimore, 1796), *passim*; *The Baltimore Directory for 1804* (Baltimore, 1803), *passim*; for activities of a flour merchant see Mark Pringle Letterbooks, 1796-1818, (MS. 680), MHS; and William Taylor Papers, 1791-1822, MS. 9650, Library of Congress.

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Merchant-millers were wholesale dealers who also manufactured flour. Ellicott d Company, William and Nathan Tyson, Rogers and Owings, Williams and lson, Stricker and Beatty were a few of Baltimore's notable merchant-milling ms. They supplied other wholesale merchants and traded independently in mestic and foreign commerce. As manufacturers, merchant-millers could wide the full extent of special handling necessary for trading flour to the most tant markets. Nathan Tyson, for example, introduced a drying process about 30 to keep flour merchantable up to eight months. As perishability of flour ablished the physical limits of the trade, the merchant-millers had a ndamental role in the growth of the market. They also played a crucial role in rketing as flour prices declined in the 1820s. Because wheat prices fell more arply than flour, the merchant-millers were able to increase production, taking ofits on a narrower margin. Hence they provided a continuity in the volume of de that otherwise would not have existed. Between 1783 and 1830 the erchant-millers perhaps more than any others provided the necessary elements r Baltimore's growth.[27]

Baltimore instituted an inspection system in 1796 to establish the city's putation for good flour in the export trade. The law set a standard for fineness, rity, and weight. No provision adjudged moisture content, although weight d moisture in flour had a direct relation. Inspectors set up their stations on oward Street and near the harbor, the former mostly receiving flour from the ty mills and western counties and the latter taking waterborne flour arriving at e city wharves.[28]

Central market institutions usually benefit people in the central market the ost. Since most of Maryland's flour exports passed through Baltimore, the spection system set a standard for flour quality over the entire state. nderstandably, millers in Frederick, Hagerstown, and the western counties ewed Baltimore's inspection system with some hostility. Hard pressed by lling prices for flour in the 1820s, the western millers focused their economic asperation on Baltimore's inspection, and petitioned the state legislature to olish the institution. Meanwhile, in 1824 the city enacted new inspection andards, raising the quality of that judged "superfine" in order to compete ore favorably with New York. The new standard made it more expensive to roduce the best flour, which hurt Maryland's western millers whose inspectors Frederick and Hagerstown, having authority to pass flour for export from altimore, had to keep the quality standard uniformly high for all three markets. was apparent by the late 1820s, that the millers of New York, not Baltimore, t the competitive standard for merchantable flour.[29]

Financial institutions were developed to promote Baltimore's flour trade. Until 1790 Baltimore had no banks or insurance companies, but within twenty years nine banks and five insurance companies had opened. While these institutions served the entire business community, the flour merchants showed a strong interest in expanding financial opportunities, serving as directors, board members, and investors in all the companies. Between 1810 and 1830, however, no new banks opened in Baltimore. The Panic of 1819 especially injured the city's financial situation. New York, by comparison, expanded its bank capital to more than two-and-a-half times Baltimore's means by 1824. With relatively greater financial resources than any of the cities in the flour trade by 1830, New York was able to extend its economic reach from the Ohio Valley to all the world markets.[30]

Even in the simplest view, the story of flour milling and the growth of Baltimore involved complex relationships and factors in trade, farming, transportation, milling, and marketing. The perishable quality of flour had an important influence. Furthermore, Baltimore's history involved influences that shaped the nation: population growth, urbanization, industrialization, and the westward movement. It is the linkages of all these things to each other, however, that makes the story important.

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27. For the activities of merchant-milling firms the best records are the Stricker and Beatty Account ook, 1789-1807, (MS. 790), MHS, and the William and Nathan Tyson Ledger, 1818-1823, (MS. 670), MHS; *Niles' Weekly Register*, 45 (October 19, 1833), p. 116.

28. *Ordinances of the Corporation of the City of Baltimore* (Baltimore, 1797), pp. 51-58.

29. *Ordinances of the Corporation of the City of Baltimore, 1813-1822* (Baltimore, 1876), p. 337-38; *Journal of the House of Delegates of Maryland*, December Session, 1825 (Annapolis, 1826), p. 231; lement Dorsey, *The General Public Law and the Public Local Law of the State of Maryland*, 3 vols. Baltimore, 1840), 2: 1195.

30. Herman E. Krooss, "Financial Institutions," in David Gilchrist, ed. *Growth of the Seaport Cities, 1790-1825* (Charlottesville, 1967), p. 111; the Bank of Baltimore (est. 1795) had William Winchester, Thomas Hollingsworth, Nicholas Rogers and Elias Ellicott among its major subscribers, while seven of the fourteen directors of the Union Bank (est. 1804) were flour merchants (see *The Baltimore Telegraph*, May 13, 1795, and *The Federal Gazette and Baltimore Daily Advertiser*, March 9, 1804). Flour merchants also served on boards of Baltimore's insurance companies (see *Federal Intelligencer and Baltimore Daily Gazette*, April 8, 1795); William Fry, *The Baltimore Directory for 1810* (Baltimore, 1810), *passim*.

Title: Maryland in the Civil War - Pre-Civil War Conditions

Activity No.: 8.V.A.1

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.6.8.2 2. 2.2.8.1 3. 2.7.8.1 4. 3.2.8.1 5. 3.3.8.1 6. 3.3.8.2	free black German immigrant Jewish immigrant slave social structure	1. Listen when others speak. 2. Listen and observe with a purpose. 3. Take notes while listening. 4. Identify sequence and chronology in daily schedule. 5. Arrange personal experiences in order. 6. Distinguish between past experience and events to come. 7. Examine personal values and ideas.

Content Outline Covered by Activity:

V. Maryland in the Civil War
  A. Pre-Civil War Conditions
    1. Social Structure in Maryland
      a. Southern and Eastern Maryland
      b. Central and Western Maryland

Activity:

Text assignment: My Maryland, pages 285-289.

Other sources: Your Maryland, pages 248-254 and 259-263.
Maryland A History, pages 156-235.
(This is the best of sources listed.)

Teacher should make a background presentation; the attached factual content may be helpful. Students will complete one of the following activities, with the goal to better understand the social realities of the different regions of Maryland between 1800-1850.

1. Imagine you are a free black living in Central Maryland, working as a blacksmith on a farm owned by German immigrants from Pennsylvania. Write a letter to a freed black cousin in Georgia telling him/her about your lifestyle (family, daily schedule, legal rights, etc.). The year is 1840.
2. Imagine you are a teenager in a family that is moving from a small farm on the Eastern Shore to Western Maryland, to relocate the family farm. Write down the reasons why you and your family have left their Eastern Shore farm. Then express your expectations of your lifestyle on the new farm in Western Maryland. Mention what part you play daily, crops grown, description of the (over)

Materials:

Kaessmann, Beta. My Maryland. Maryland Historical Society, 1955.
Rollo, Vera F. Your Maryland. Maryland Historical Press, 1976.
Walsh, Richard. Maryland A History. Hall of Records, 1983.

Adaptation for Other Levels:

Activity: (continued)

farm, what you do for fun, etc. Write your answer as though it were an entry in a diary. Base your answer on your knowledge of state regional geography, teacher presentation, and your background reading from your text.

3. Imagine you are a male Jewish shop owner in Baltimore. It is election day and you are watching people go to the polls to vote for people who are running for seats in the state legislature. You applied to run for a legislative position in today's election, but you were refused because you are Jewish. Describe how you feel as you watch people voting, all the while knowing that you wanted to be on the ballot. After describing your feelings, write a letter to the editor of a Baltimore newspaper, expressing your sentiments and asking for reform to change this political and religious discrimination. Appeal to the newspaper readers and others who have had similar experiences.

Social Structure in Maryland

Overall

1. 1803 - Maryland Legislature abolished property ownership as a requirement for men to be able to vote; included within this action, free black men lost the right to vote. Maryland law made blacks inferior to white population in saying that they couldn't testify in court. Free blacks were better off in the early 1800's in Maryland than were their counterparts in states further south.

2. In order to participate in the Maryland Legislature, or in the Executive Department of state government, a man had to possess substantial property holdings.

3. Population ratio of slaves to free blacks:
   1790: 13 slaves to every 1 free black
   1810: 3 slaves to every 1 free black

4. Political discrimination of Jewish males until 1826.

   a. Southern and Eastern Maryland, 1800-1850

      (1) Tended to remain traditional anglo-saxon socially.
      (2) Shift in population out of regions to western and northern areas of state, Baltimore, and out of state to points farther west. Shift caused by: soil depletion, iron plow invention. Shift occurred after 1812 until 1840's.

   b. Central and Western Maryland, 1800-1850

      (1) More open to social change, large German population in Central and Western Maryland, mostly white, with some free black population.
      (2) Agriculture turned to wheat production and dairy production.
      (3) After 1840, political leaders in state were no longer substantial property owners but had become better educated lawyers who were younger and tended to live around the Baltimore area or in county seats. These lawyers owned less property and lacked blood ties to families of influence.

Activity No.: 8.V.A.2

Title: Maryland in the Civil War - Slavery in Maryland

Recommended Time: 3+ classes

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 4.3.8.2 2. 4.4.8.1 3. 7.5.8.1	colonization segregation slave revolt	1. Listen when others speak. 2. Identify from an oral presentation a sequence of events or ideas. 3. Take notes while continuing to listen and observe. 4. Select from an oral presentation those events and ideas that are most important. 5. Read to find answers to questions. 6. Use materials as a source of information. 7. Relate the past to the present. 8. Make time lines. 9. Select important information pertinent to class activities. 10. Record information. 11. Arrange events, facts, or ideas in sequence.

(Over)

Content Outline Covered by Activity:

V. Maryland in the Civil War
  A. Pre-Civil War Conditions
    2. Slavery in Maryland

Activity:

Select from:

1). Invite speaker to tell stories of slave days in St. Mary's. Many older blacks will have stories that have been handed down in the family.
2). Have students write and act in a play based on slave conditions or the slave revolt of 1817.
3). In cooperation with language arts teacher, have students write a sketch of a day in the life of a slave in St. Mary's County.
4). Have a role-playing activity where some students act as slaves and others as masters.
5) Make a time line showing events in the evolution of slavery.

Preparation: Assign text (285-289) and/or other reading for pre-lesson background.

Introductory Activity - Show film 236 - Discuss with students emphasizing Maryland applications - especially slave revolt of 1817 in St. Mary's.

Materials:

St. Mary's County Films #236 The Heritage of Slavery, #417 Harriet Tubman and the Underground Railroad

(Over)

Adaptation for Other Levels:

Skills Objectives - continued

12. Trace routes of travel.
13. Construct graphs, tables, charts.
14. Recognize the worthiness of individuals.
15. Recognize and respect the diverse backgrounds of people within a group.

Materials - continued

Rollo, Vera F. Your Maryland, Maryland Historical Press, 1976.
Walsh, Richard. Maryland A History. Hall of Records, 1983.
Dozer, Donald. Portrait of a Free State. Tidewater Publishers, 1976.
Kaessmann, Beta. My Maryland. Maryland Historical Society, 1955.
American Heritage Pictorial Atlas of United States History. American Heritage, 1966.

Resources

Your Maryland, pages 248-253, 259-263.
Maryland A History, pages 219-235.
Portrait of a Free State, pages 424-434
Film #236 - The Heritage of Slavery (53 minutes)
Film #417 - Harriet Tubman and the Underground Railroad (21 minutes)
American Heritage Pictorial Atlas of United States History. American Heritage, 1966.

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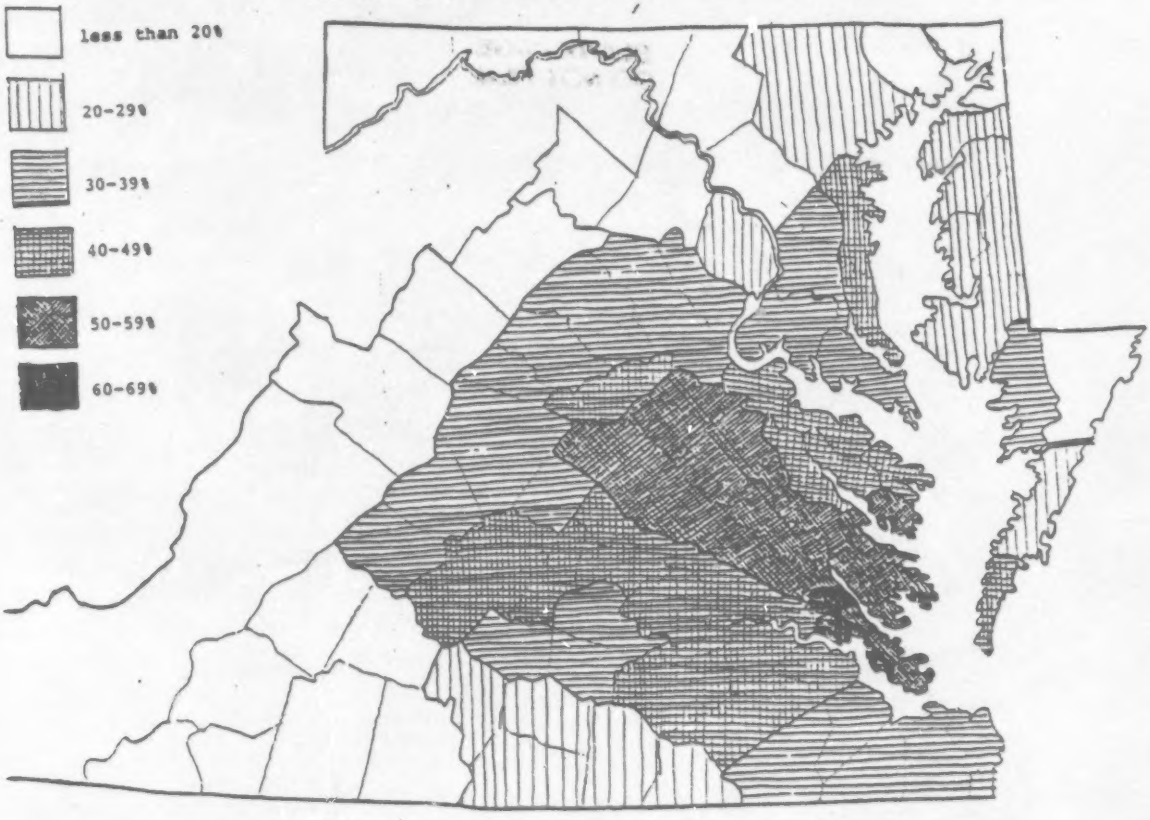
MAP 1: THE BLACK POPULATION IN THE CHESAPEAKE, 1755



MAP 2: THE BLACK POPULATION IN THE CHESAPEAKE, 1782

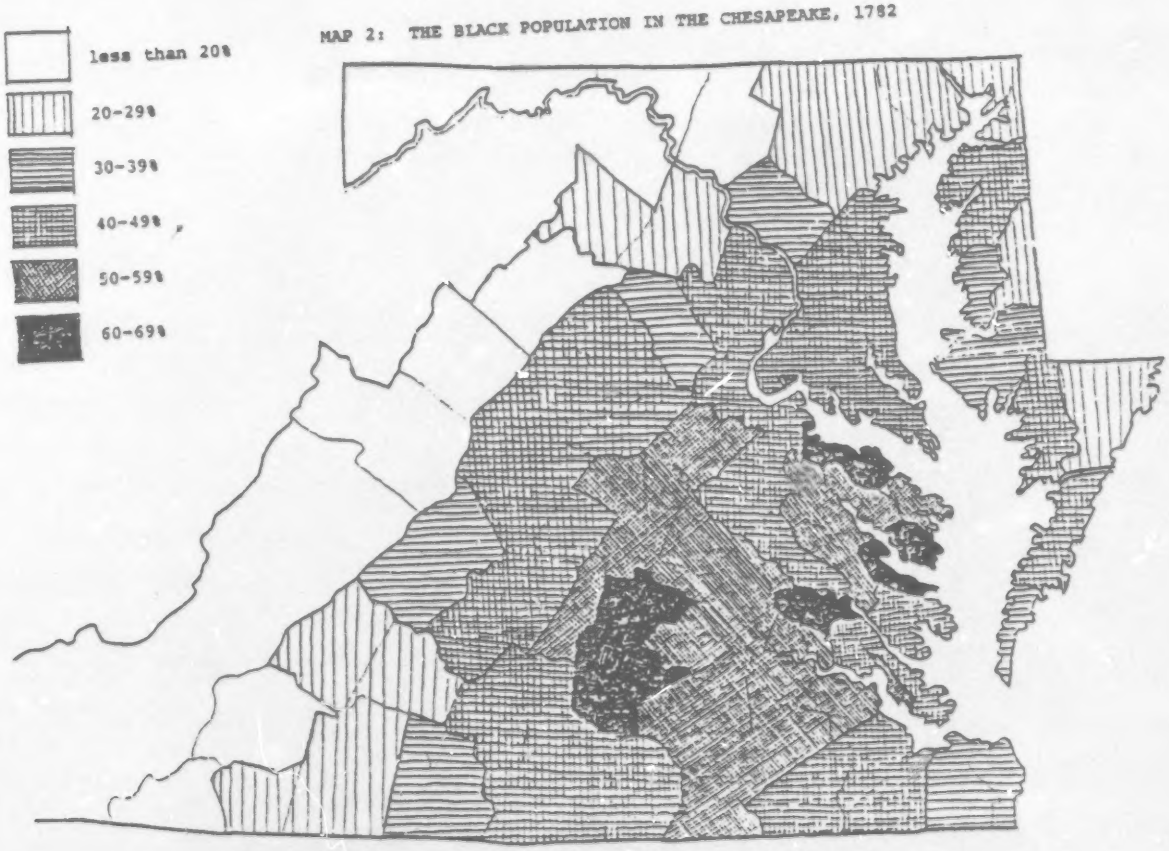


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CHART 1: THE DISTRIBUTION OF SLAVES, FREE BLACKS AND WHITES IN PRINCE GEORGES COUNTY, MARYLAND, 1776 - 1810

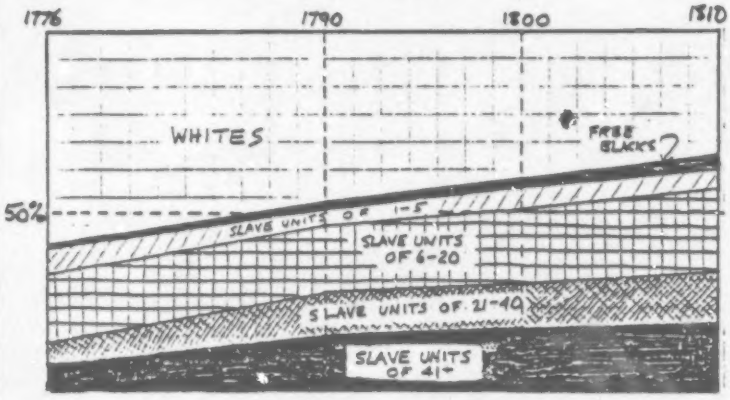
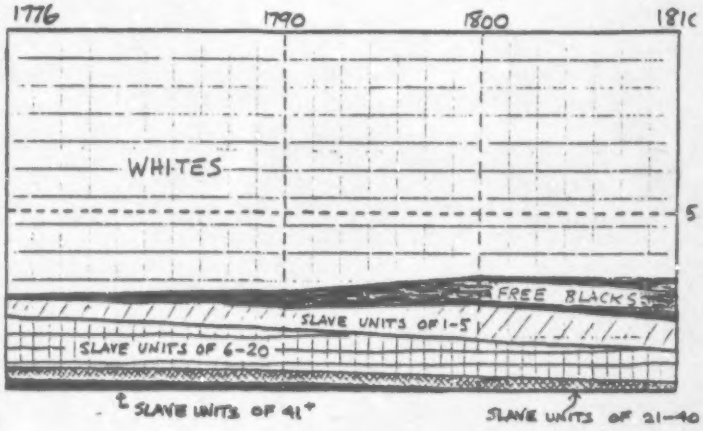
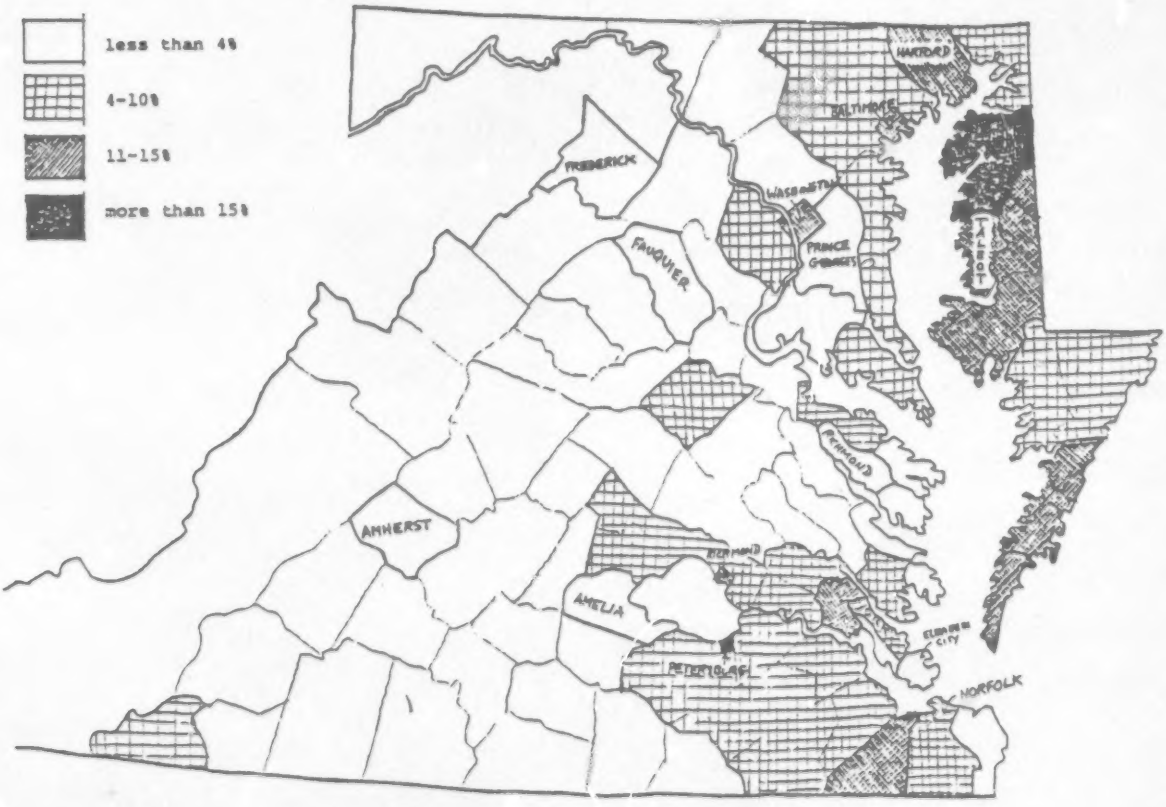


CHART 2: SLAVES, FREE BLACKS AND WHITES IN HARFORD COUNTY, MARYLAND, 1776 - 1810



MAP 5: THE FREE BLACK POPULATION IN THE CHESAPEAKE, 1810



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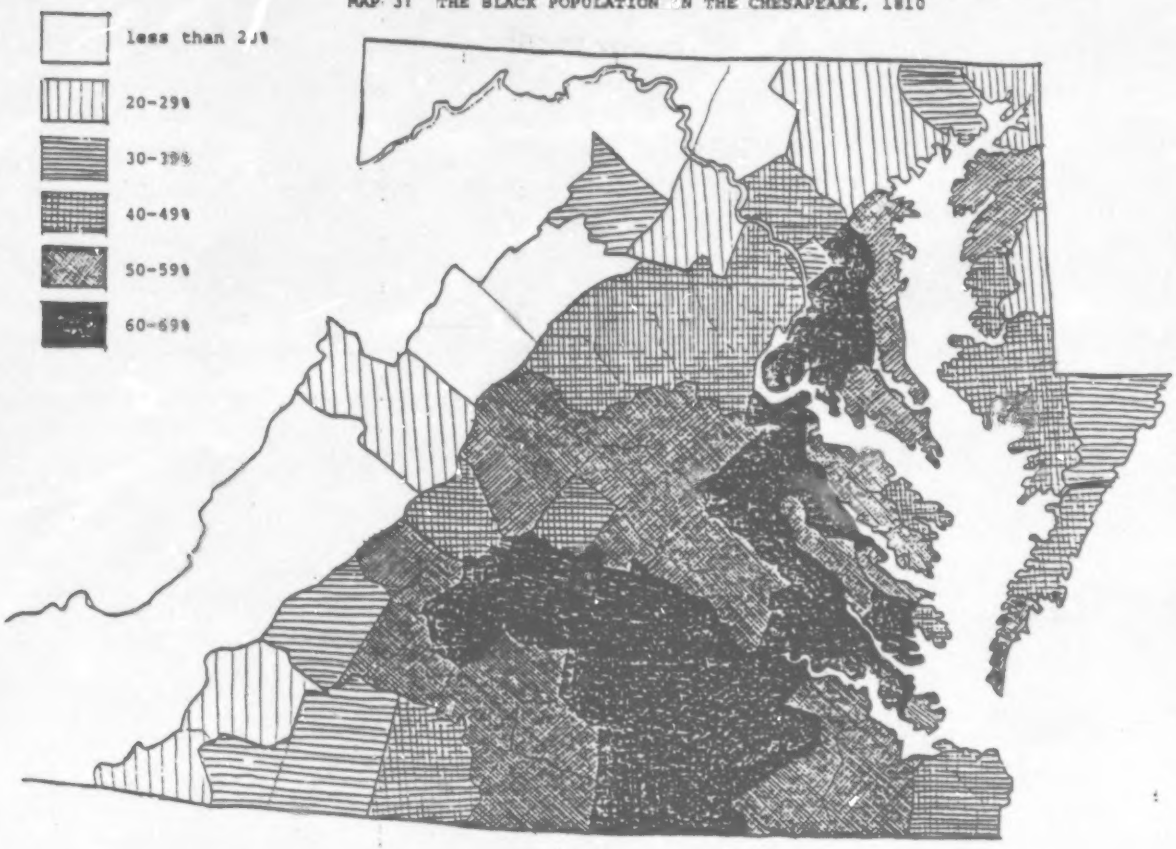
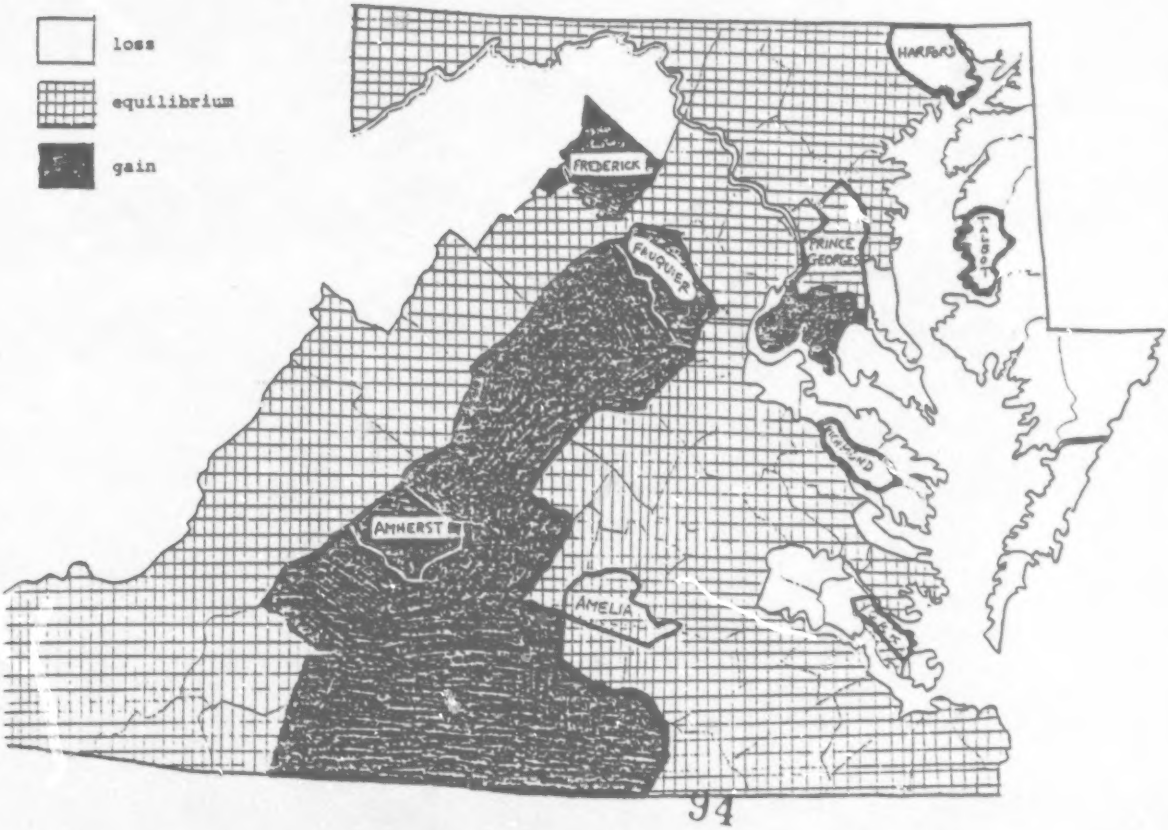
MAP 3: THE BLACK POPULATION IN THE CHESAPEAKE, 1810



MAP 4: CHANGES IN THE CHESAPEAKE SLAVE POPULATION, 1790 - 1810



Title: The Underground Railroad

Activity No.: 8.V.A.3

Recommended Time: 2 classes

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 4.4.8.2	slave economy slave trade Underground Railroad	1. Work harmoniously with others. 2. Demonstrate concern for others. 3. Allow others to express themselves. 4. Express compassion. 5. Demonstrate a sense of justice. 6. Realize that what happens to others may have an effect on them.

Content Outline Covered by Activity:

V. Maryland in the Civil War
   A. Pre-Civil War Conditions
      2. Slavery in Maryland

Activity:

Introductory Activity: Show film #417 Harriet Tubman and the Underground Railroad. Discuss with students the operation of the Underground Railroad in Maryland.

Activity: (Select from)

1. Have students draw a map showing routes of the Underground Railroad. (American Heritage Atlas, p. 204.)
2. Have students research Underground Railroad. List those who sympathized with slaves and aides Underground Railroad (Quakers, etc.). Write and enact a play on a slave escape.
3. Have students write notices for runaway slaves. Use for a bulletin board.

Follow-up: Field trip to Sotterley to see slave cabin and plantation.

Materials:

St. Mary's County Film #417 Harriet Tubman and The Underground Railroad.
Calderhead, William. "The Role of the Professional Slave Trader in a Slave Economy." Maryland Historical Magazine, Vol. 23, September, 1977, pages 194-211.

(Over)

Adaptation for Other Levels:

Materials - Continued

N.B. Callum, Agnes Kane. Genealogy of the Kane-Butler Family deals with the Kane family which occupied the Sotterley cabin. Ms. Callum may be able to suggest speakers on slavery in St. Mary's County.

THE ROLE OF THE PROFESSIONAL SLAVE TRADER IN A SLAVE ECONOMY: Austin Woolfolk, A Case Study

William Calderhead

OF ALL THE ASPECTS concerning the institution of slavery, the position of the professional slavetrader is perhaps the most controversial. While a few critics saw the role of the trader in a positive light, for example his function in the economics of supply and demand, a great majority saw only evil in his activities. During the half-century before the Civil War he became a symbol of oppression for Black Americans, slave and free alike, a point of embarrassment for southern whites, and an object of scorn for the militant anti-slavery advocates of the 1830's.

From these diverse views, a legend developed about the typical professional trader. In character he was considered to be heartless, cunning, and unscrupulous; economically he was purportedly building a great fortune from the vast profits that were to be had in the trade; and socially by shipping huge numbers southward, he was distorting the demographic balance of the slave population of the upper South. Except for a few studies like that of Isaac Franklin by Wendell Stephenson,[1] little effort has been taken to examine the traders and their activities. As a result the negative tone of their legendary image has changed very little over the passing of time.

One of the most prominent of these controversial figures was a Georgian named Austin Woolfolk who dominated the border state trade from his headquarters in Baltimore during the 1820's and 1830's. A close examination of his operations in those years should separate fact from legend. Four facets of Woolfolk's activities need analysis: an examination of conditions in Maryland and in the South that would have a bearing on trading operations; a survey of Woolfolk's enterprise and methods of operation; a consideration of the problems that he faced; and an analysis of the effect of his activities on the social and economic aspects of slavery in Maryland and in the ante-bellum South.

Early in the nineteenth century three developments created and

[1] Wendell H. Stephenson, *Isaac Franklin, Slave Trader of the Old South* (Baton Rouge, 1938).

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stimulated a vigorous interstate trade in slaves; the expansion of cotton production, the closing of the Atlantic slave trade, and the rapid demographic growth of the new gulf coast states. The slave population of this latter area mushroomed and nearly 200,000 chattels were taken there in the 1820's alone.[2] Two important groups served to channel this vast movement of slaves: the planter seeking out excess slaves; and the professional trader, scouring towns and villages in search of chattels.

The upper South, where slavery was momentarily in decline, appeared to be a fertile area for the slave seekers, and Maryland, with 107,000 chattels, was a logical hunting ground. By the 1820's three developments had occured that would affect the trading activities with the Old Line State. First, the economic hard times of the depression of the early 1820's and a growing feeling in the state that a slave labor system was economically infeasible tended to create market conditions that the slave traders favored.[3] But accompanying the hard times was an emerging reluctance on the part of local owners to sell south, a feeling blunted on occasion by the actions of prominent public figures. Thus Judge Washington, president of the new American Colonization Society, shocked local owners when he quietly sold south his fifty-four slaves instead of sending them to Liberia. A little later, Charles Goldsborough, former governor of Maryland, made plans to leave Maryland and take his forty-seven slaves with him and settle in Mississippi.[4] Both men were motivated by low prices and lack of profits on the local scene. Nevertheless, such conditions did not prevail throughout Maryland, as the state contained three different areas of slaveholding activity. There were five tobacco counties (with 37 per cent of the state's slaves) where the slave system still thrived, a piedmont area where slavery was marginal, and the Eastern Shore area (39 per cent of the slaves) where slavery was in decline.[5] It was up to the traders to discover the zones in which their greatest harvests could be obtained.

With such circumstances prevailing in Maryland, the decade of

[2] U.S. Congress, House, *Preliminary Report on the Eighth Census, 1360* (Washington, GPO, 1862), pp. 128-133. For comments on the relevance of this growth, see D. North, *Growth and Welfare in the American Past* (Englewood Cliffs, 1966), pp. 90-95. The slave population in the area was closer to 300,000 but after accounting for births, a figure of 200,000 is derived.

[3] For typical discussions of this theme in Maryland, see *Niles Weekly Register*, Jan. 23, 1830.

[4] Reprinted letter of Charles Goldsborough, resident of Dorchester County, to Dr. Vans Sulivane of Mississippi, printed in *Maryland Historical Magazine*, XXXIX (1944) 332-334. Goldsborough was never able to consummate this plan for he died four months after writing this letter.

[5] James Wright, *The Free Negro in Maryland* (New York, 1971), p. 41. Bills of Sale in the 1820's for tobacco areas like Prince George's County show very few slaves being sold to the slave traders. See *Land Records* (Deeds), Prince George's County, Libers AB #2, AB #3, and AB #4.

the 1820's appeared to offer ideal conditions for the interstate slave trade. Entering that trade in its formative years was Austin Woolfolk of Augusta, Georgia, who was to become the best known trader of the border state South. Following the War of 1812, he and his father (Austin, Senior) took advantage of the "Alabama fever" by providing young slaves to farmers moving to the new gulf coast states.[6] In this business they were strategically well situated, for Augusta, their headquarters, straddled the federal road.[7] To the west lay the rich Tennessee River valley, and beyond, the town of Natchez, soon to become a major slave trading depot.

It was probably a search for additional slaves that brought Woolfolk to Maryland in 1819. He chose Baltimore as his headquarters, but it was probably neither the city's 4,000 slaves, many of them surplus, nor Baltimore's expanding industrial base that attracted him as much as the commercial shipping facilities that were available at the port. Throughout his trading career Woolfolk shipped almost exclusively by water. Water was also the major means by which he collected his local purchases before they were sent out-of-state.

In Maryland Woolfolk concentrated his efforts in two geographic areas. One comprised the outlying counties. Among these he discovered that it was only the Eastern Shore counties that showed any real responsiveness to the blandishments of the traders. Enticing advertisements were regularly run in local papers to remind owners that Woolfolk was seeking "thirty to forty" young slaves and would pay the highest prices and in cash.[9] Resident agents were hired in a number of counties to make contacts and purchase in Woolfolk's absence. Records indicate, however, that these men served only a year or two at best and usually on a part-time basis. No fortunes were to be made as local agents.[10] A partial explanation for their

[6] Young Woolfolk's name and his Maryland connection first appear in Maryland newspaper accounts in 1819 and in the *Baltimore City Directory* of 1819. His Georgia connection relative to his Maryland trading is first noted in *The Columbia Museum and Savannah Gazette*, Aug. 24, 1819.

[7] For a brief description of the Georgia trade at this time and the importance of Augusta in the trade, see Avery Craven, *The Coming of the Civil War* (Chicago, 1957), p. 105.

[8] Richard Wade, *Slavery in the Cities* (New York, 1964), pp. 18-19, 330.

[9] Compared to later traders, Woolfolk's advertisements always spoke of seeking reasonable numbers of slaves. See, for example, those listed in the *Easton Gazette*, *Centreville Times*, *Cecil Republican*, *Baltimore Gazette*, and *Federal Gazette* for the decade of the 1820's.

[10] Most agents worked for only a year or two and often just part time, and county personal tax assessment records for a few indicate that they were not making much money in the trade. For an economic profile of these agents in Anne Arundel County, see W. Calderhead, "The Light that Failed," unpublished manuscript on file at the Banneker-Douglass Museum Collection, Annapolis, Maryland. By 1830 Woolfolk was forced to advertise for local agents, promising, "liberal commissions to those willing to act in purchasing slaves." See *Frederick Herald*, Nov. 20, 1832.

limited activities was the fact that Woolfolk had four brothers who bought for him in Maryland, two on a regular basis. One of these, Joseph B. Woolfolk, took up permanent residence in 1825 in Talbot County, to oversee, without doubt, the trading activity on the Eastern Shore. The season for the traders's purchases was from September through March which was complementary to the growing season in Maryland. Woolfolk generally consummated just a few sales at a time and from one to four slaves per purchase. Most chattels were in their teens and males outnumbered females by a ratio of 8 to 5. Slaves were not purchased in families, but on occasion a mother and child would be acquired as a unit. As for sellers, many who dealt with the traders once were inclined to do so again. Only a few of the sellers were women. On the other hand, local sheriffs were fairly reliable suppliers of chattels. A degree of systematic organization was achieved in the rural counties with the establishment of an annual slave auction at Easton in Talbot County beginning in 1818 and lasting till the 1830's.[12] Woolfolk and his agents bought at these, but the auction was probably more beneficial to the substantial numbers of southern planters who regularly canvassed the area.

The second area of operation was in Baltimore itself. Here Woolfolk resided, maintained his business, shipped his cargoes, and ran substantial advertisements in the city newspapers. Since the Baltimore County records listing bills of sale were destroyed in 1952, it has been impossible to determine the exact degree of Woolfolk's activity in that urban center.[13] One of his contemporaries, however, Benjamin Lundy, the antislavery newspaper editor, was also interested in the Georgian's operations and gathered statistics on his own to use against Woolfolk. Although he copied sales records for only half of the year 1825, his information clearly reveals the scope of Woolfolk's activities. In that short span Woolfolk had purchased 98 slaves out of a total of 144 that were sold in that city.[14] Baltimore County alone could not have supplied this. Instead, Woolfolk's operation had become a magnet that attracted residents in every part of Maryland who could not or would not deal with resident agents. Statements in newspapers, diaries, account books, and

[11] This was true for most of the bigger traders. See Stephenson, *Isaac Franklin*, pp. 85-90.

[12] Talbot County Land Records from 1818 till the 1830's contain all the sales that were made in the county and at the auction. Auction sales are usually identified by the seller listing his county of residence as separate from Talbot County. See *Land Records*, Talbot County, Libers, JL #41, JL #42, JL #43, and JL #44.

[13] A court order in 1952 permitted the Clerk of the Baltimore Court to destroy the records. Only one small volume covering the years 1813 and 1814 survived. See Morris Radoff, G. Skordas, and P. Jacobson, *The County Courthouses and Records of Maryland* (Annapolis, 1963), p. 55.

[14] Lundy, *Genius of Universal Emancipation*, June and July, 1825.

wills verify this and also give a valid clue for Woolfolk's almost total neglect of the tobacco counties where the heaviest slave population was concentrated. Tobacco farmers either had less need to sell or made their own market.[15] When they were willing to sell south, especially if they were executors of large estates, they took the initiative to seek out the professional trader.[16]

Next to making purchases, the most important area of activity for Woolfolk was that of feeding, housing, and then transporting his chattels southward. In the outlying counties sheriffs often obliged by making their jail facilities temporarily available.[17] Others would "lodge" a slave for 25 cents per day. Woolfolk maintained a slave pen behind his residence at the edge of Baltimore on the main road leading to Washington.[18] The quiet setting of his white frame house, lined with shade trees a little off the road, disguised the fact that beneath the serenity of the scene a group of forty or more recent purchases awaited the next move in their journey south. The movement of his charges to Baltimore was accomplished either by steamboat or small sailing vessel from the outports along the Chesapeake or by wagon or hack from nearby land connections.[19]

Several times each year ships were commissioned in Baltimore harbor to transport his purchases to the southern market. New Orleans was the destination for all of his shipments except about forty slaves who were sent to Georgia in 1819 and 1821. A relative, Samuel Woolfolk, a merchant of New Orleans, served as the agent and factor at their destination.[20] Shipments of from twenty to one hundred or more slaves at a time were made, the months from November to March being the usual shipping periods. Like Isaac Franklin, the famous trader of the 1830's, Woolfolk was careful to

[15] *Niles Weekly Register*, May 18, 1821 and the *Maryland Gazette*, July 5, 1819 speak of rural countians selling to traders in Baltimore. The Account Book of Clotworthy Birnie and the Diary of Sarah Warfield also confirm this practice. See Birnie Account Book entry for Jan. 25, 1812 and Apr. 13, 1819, and Warfield Diary entry for May 30 to June 3, 1849. The Birnie manuscript record is on file in the Miscellaneous Records, Maryland State Archives. The Warfield Diary is on file at the Maryland Historical Society.

[16] The large estate of A. Snowden of Anne Arundel County, settled in the mid-1830's was handled through a trader in Washington. See *Accounts of Sales* (Estates), Anne Arundel County, Liber SB #1, p. 170.

[17] *Genius of Universal Emancipation*, Mar. 1822. Here Lundy pleads for the sheriffs of the Eastern Shore counties to follow the example of the sheriff of Queen Anne's County in forbidding slave buyers the use of empty jail cells.

[18] Ethan A. Andrews, *Slavery and the Domestic Slave Trade* (Boston, 1836), pp. 80-81. See also the *Federal Gazette and Baltimore Advertiser*, Jan. 3, 1825, for a description of Woolfolk's accommodations.

[19] *Genius of Universal Emancipation*, June, 1825.

[20] Port of New Orleans, Conveyance Records, Vols. I to IV, 1827-1836. Manuscript records are in the Conveyors's Office, New Orleans. See also Manifest Lists of Inbound Shipments (slave) to Savannah and to New Orleans, 1818-1833. Manuscript Division, National Archives.

provide adequate health care and nutritious food. Seldom was there a death during the shipment south. Not infrequently a mother would give birth in passage and the fact would be duly recorded.[21] The operation of embarking on board the ship in Baltimore harbor was usually accomplished at night, supposedly so that the action would not grate on the sensitivities of local passersby.[22]

The extent of Woolfolk's trading activities and profits has remained as obscure as were his embarkation efforts. His bookkeeping records, like those of most of the big traders, have not survived to the present. His pattern of activity, though, can be reconstructed through a systematic compilation of all of his local sales. Like most of the traders after the War of 1812, he began on a small scale. Between 1819 and 1823 his efforts were modest. Not till 1821 did he begin trading beyond the city of Baltimore and not till 1823 did he ship more than one hundred slaves south annually. In the following year his scale of operations doubled, and for the next six years he shipped form 230 to 460 slaves south on an annual basis. It was during this span that his brothers were engaged in the business and together they actively scoured the rural areas for purchases. But his heyday was about to pass. After a year of modest shipments, he had one more successful season (1831) before his trading dwindled to almost nothing in the late 1830's. Contributing to his commercial demise was the appearance of the firm of Franklin and Armfield that began trading in nearby Alexandria in 1828 and soon eliminated most competition. Further, the stringent legislation passed by Louisiana in 1832 prohibited the shipment of slaves into that state for trading purposes, a development that adversely affected the enterprises of both Woolfolk and Franklin and Armfield.[24]

Still, at their peak Woolfolk's achievements in trading were singular. In the thirteen years prior to 1832, he sent 2,288 slaves to the expanding Louisiana market. This was a good 53 per cent of the 4,304 slaves that were shipped to New Orleans in those years

[21] Manifest Lists, Inbound Shipment of Slaves to New Orleans, 1818-1830.

[22] Andrews, *Domestic Slave Trade*, p. 80.

[23] In 1830 Woolfolk shipped just 38 slaves south. The precise reason for this sharp drop cannot be ascertained. It was probably due to the competition from Franklin and Armfield. His purchases in the rural counties were quite limited except for late buying in Somerset County. See *Deeds*, Somerset County, Liber GH #5, pp. 68-532.

[24] Stephenson, *Isaac Franklin*, pp. 23-24.

[25] Charles Wesley, Manifests of Slave Shipments," *Journal of Negro History*, XXVII (Apr. 1942), 155-174. Wesley notes that from 1817 to 1830 there were 9,500 slaves shipped south. This figure is clearly too low, for 4,300 were shipped to New Orleans from Maryland alone. Wesley speaks of possible missing records. Only recently have these records been put into good order. It is likely that some were overlooked in the counting process in 1942. From samples of all shipments south by water, this writer believes that 20,000 would be a closer figure.

and possibly 40 per cent of all slaves shipped by traders and purchasing planters by the coastwise route to the *entire* southern market. He truly dominated the interstate slave trade in Maryland in the 1820's. This accomplishment required a gigantic effort. His Baltimore operations were the busiest, netting him 1,339 slaves. They were also probably the least strenuous, for it was no doubt here that people who were inclined to sell would seek him out and strike their bargain.[26] Since his city purchases were less than he wanted or the market demanded, he went to the rural counties and bought 949 slaves from local owners. From the Eastern Shore where conditions, as previously noted, were ripe for trading, 876 chattels were purchased. in contrast, the tobacco counties yielded up forty-one and the rest of Maryland (Frederick County westward) a mere thirty-two.[27]

Was the activity worth the effort economically? The prices that Woolfolk paid for his purchases in Maryland and his selling figures in Louisiana are easy enough to obtain. In the mid-1820's he paid an average of $262 per slave in Maryland and sold them in the New Orleans market for an average of $494.[28] At first glance he seemed to be making a gain of over $200 per chattel. Operating expenses for major traders, though, were extremely high and included maintenance, local transportation charges, advertising and legal fees, commissions to Maryland and Louisiana agents, losses due to illness or runaways, shipping costs southward, and implicit interest on money tied up in slaves until those slaves were sold. Such overhead costs would come to as much as $170 per slave, quite a large sum but not an uncommon one.[29] As a result, a profit rate of $60 per head would not have been an unreasonable figure.[30] With an average of 175 slaves sold per year over a thirteen year period, the firm netted about $10,500 per year. In one of its best years, 1828, its profit was $28,000, a figure comparing favorably with Franklin and Armfield's profit of $33,000 in 1829.[31] But since this was a family

[26] This is an estimate and is based on the projections from his Baltimore activity in 1825 and on his shipments south minus his purchases in the rural counties.

[27] Again, the rural parts of Maryland supplied *more* than 949 slaves, but since some of these sales occurred at Woolfolk's Baltimore office or the city offices of other traders, the transactions were filed in the Baltimore court record. Those court records, as noted, have been destroyed.

[28] City of New Orleans, Conveyor's Office, Conveyances, Vols, I-IV (1827-1829) and Bills of Sale for Talbot, Kent, Dorchester, and Anne Arundel Counties, found in the Land Records of each county.

[29] Stephenson, *Isaac Franklin*, pp. 91-93.

[30] Ulrich B. Phillips suggests a 30 per cent profit rate, a little high perhaps but one that would net Woolfolk about $60 per slave. To give Woolfolk the benefit of any doubt, this writer allocates a $60 profit figure to him per slave. For a view of the realities of lesser profits, see Stephenson, *Franklin*, p. 91.

[31] *Genius of Universal Emancipation*, Jan. 1830.

endeavor, Austin Woolfolk's separate profit was perhaps a figure of $3,500 to $4,000 per year, and approximately $50,000 for his entire career. When one examines his material possessions in Maryland, there is little evidence to show that he made anything like that sizeable figure. Real estate and extant bank records show that by 1832 he held seven properties in Baltimore assessed at a value of $2,694.[32] It is possible that relatives made investments for him in Mississippi and Louisiana, but there are no records to indicate this. In contrast to Isaac Franklin, the South's biggest trader, who left an estate of $750,000, Woolfolk's gains were quite moderate.[33] Considering the degree of risk and the stigma attached to the business, the economic success of Maryland's chief trader was really not that impressive.

To achieve such profits, Woolfolk had to meet the challenge of five serious problems in the trade. First there was the sharp rivalry of other traders seeking the same product. A few of these, like David Anderson of Kentucky and A. E. Jones of Talbot County, Maryland, were outrivalled or absorbed into Woolfolk's own operations. One or two, like Leon Chabert of Louisiana, survived but on a reduced scale of operations. But the rivalry came at a cost. Nearly 900 slaves were lost to them in the 1820's and prices in the Maryland market were no doubt higher as a result.[34] By 1830 Woolfolk was in turn supplanted by the new trading firm of Franklin and Armfield that not only dominated the Maryland scene but also employed Woolfolk's brother Samuel as their local agent.[35]

Still, it would be the individual southern planter who would create the steadiest competition. Starting in 1818, before the professional trader became established, groups of planters, chiefly from the gulf coast states, made their appearance in Maryland in sizeable numbers. Advertising in rural newspapers and stopping briefly in taverns and hotels throughout the interior of the state, they bought slaves in lots of twos and threes and sent them south. They controlled the rural markets until traders like Woolfolk and Jones expanded in 1822. After a pause in 1823-24 (due possibly to falling slave prices

[32] Baltimore City Tax Ledgers from 1824 to 1833 carry Woolfolk's property evaluations on their books. They gradually increased in number till 1832. These ledgers are kept in the first floor storage vault of Baltimore City Hall. Woolfolk's assets, incidentally, put him in the upper portion of the second quartile of real estate wealth in the city.

[33] Stephenson, *Isaac Franklin*, pp. 93-96.

[34] The names of these traders appear in the bills of sale of the various counties, on the manifest list of shipments to New Orleans, and occasionally in newspaper advertisements seeking slaves to purchase.

[35] Stephenson, *Isaac Franklin*, p. 70.

[36] In 1822 and again in 1834 a W. Robertson from Tennessee made trips to Maryland to purchase slaves. See *Maryland Gazette*, July 25, 1822 and July 17, 1834. A good correlation can be drawn between slave prices in New Orleans and

in New Orleans) they were active again for the rest of the decade. Individually their share of the market was slight and usually new buyers appeared each year, but collectively they were a significant force and by 1830 they had taken over 1,700 slaves from Maryland, mostly from the Eastern Shore.[37] Of this total, 723 were sent from Baltimore and lesser Maryland ports to the market in New Orleans and another 405 were sent from Alexandria or Chesapeake Bay ports to the New Orleans market. The remainder were sent overland in the notorious coffles that soon drew the criticism of the opponents of slavery. Paradoxically, Woolfolk, who did not ship overland, not only competed with the planters for slaves but also faced the criticism for that inhumane method of shipping slaves southward.[38]

A second problem that Woolfolk faced involved the consequences of the manumission activities on the part of increasing numbers of local slaveholders. The practice of freeing chattels had been common on the Eastern Shore since the 1780's, and now the idea was spreading westward across the state. It not only removed possible purchases from the market but it also lessened the pressures on the remaining slaveholders to sell southward. In a number of counties the total effort of manumission, compared with selling to traders, was substantial. In Talbot County, the leading trading county on the Eastern Shore, for example, manumissions matched sales southward, and by 1830 there were 800 fewer slaves in the county as a result. In Dorchester, Cecil, and Caroline counties manumissions trailed southern sales, but this was more than offset in Kent County where manumissions were triple the sales to traders. This manumission "fever" was also spreading to the central and western part of Maryland and the surplus slaves were more often freed than sold.[39] Woolfolk's reaction was to pass up these areas in his search for chattels.

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fluctuations in traders' purchases in Maryland. See Alfred Conrad and John Meyer, "The Economics of Slavery in the Ante-Bellum South," *The Journal of Political Economy*, LXVI (April, 1958), 95-122, 440-443, particularly Table 17 listing annual slave prices in New Orleans.

[37] One of the slaves bought by a southern planter was Sarah Bailey, the sister of Frederick Douglass. She was owned by Andrew Anthony who worked on the large plantation of Edward Lloyd in Talbot County. She and her son were sold in 1832 to a Perry Cole of Mississippi. See *Land Records*, Talbot County, Liber JL #50, p. 192, and see also Dickson Preston, "Frederick Douglass Was Right About Himself," *Baltimore Sun Magazine*, Apr. 17, 1977. Unlike Woolfolk who did not ship overland, the final totals of slaves taken south by the other traders can only be estimated. The 1,127 represent an exact count but the balance of the 1,700 total is an approximation based on the fact that some of the buyers whose names appeared on the bills of sale were not shipping coastwise.

[38] Andrews, *The Domestic Slave Trade*, p. 148. Franklin and Armfield usually sent one coffle south per year.

[39] These figures are compiled from the manumission records in Wills, Chattel

Almost as detrimental to the trader was a third phenomenon, the growing reluctance on the part of local owners to sell out-of-state. Beginning in 1819, after the small planters but before the traders had entered the market, newspapers throughout Maryland began to include restrictions in their sales ads, warning that their slaves were not to be sold out-of-state. Occasionally sellers voiced a willingness to accept a sacrifice price to keep the chattels within the state.[40] This effort at restricting sales to the local market began to pay off, and at times it became necessary for bona fide Maryland residents who sought to buy slaves to give "the most satisfactory evidence that the purchases they might make would not fall into the hands of the traders."[41] By 1830 counter arguments began appearing in local papers. One noted: "In many respects the condition of the slave is *bettered* in being sent South. . . . They are well clothed and housed, properly attended to in sickness and not overworked. They are also well fed and sometimes live sumptuously."[42] Such statements fooled few Marylanders and in fact probably led to restrictions of a more legalistic vein. Thus owners began to insert clauses in their last wills prohibiting executors from selling southward any slaves in their estates.[43] Furthermore, local church groups, like the Methodists, not only frowned on the sale of slaves in the local market but now took steps to expel from membership those parishoners who sold to the traders.[44]

A fourth obstacle that Woolfolk faced was legislation or proposed legislation that affected his business operations. One development was a new law prohibiting sheriffs in the counties from selling jailed blacks (suspected runaways) for their jail fees. A new regulation stipulated that such blacks would be released after a standard waiting period and county governments would pay the fees. By such action an important source for sales was greatly diminished.[45] An even greater threat, theoretically, were proposals to abolish the

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Records, and Bills of Sale (land deeds) of the court records of these respective counties through the 1820's.

[40] A goodly number of statements regarding this can be found in the records. See, for example, *Frederick Town Herald*, Mar. 23, 1823; *Federal Gazette*, Jan. 13, 1825; and the letter of Charles Goldsborough cited above, fn. 4.

[41] *Frederick Town Herald*, July 9, 1825.

[42] *Cambridge Chronicle*, Dec. 25, 1830.

[43] *Wills*, Anne Arundel County, Liber JG #3; Will of Z. Duval, Will of F. Grammer; Liber IHH #1; Will of Charles Pettibone (1821).

[44] The Annapolis Station Methodist Episcopal Church passed this regulation and enforced it. See Church Records, A.M.E. Church, Annapolis, *Record and Membership Book*, Vol. 1822-1834, manuscript in the Church Records collection, State Archives, Annapolis.

[45] This change was effected in 1817. Opponents tried to rescind it through the 1820's but to no avail. See Jeffrey Brackett, *The Negro in Maryland* (Baltimore, 1889), p. 77.

trade or even slavery itself. These ranged from suggestions to end the interstate trade to plans to form a political party in Baltimore whose purpose was to further legislation for the gradual abolition of slavery in Maryland.[48] Although this party had only a brief existence, its hopes survived in a memorial that was presented to the legislature in 1830 to establish a plan to free slave children. The Nat Turner Rebellion and the strong abolitionist attacks beginning in the 1830's, however, ended such local efforts. Of a more direct threat were the actions taken by the importing states to halt the inflow of slaves for trading purposes. Kentucky, Georgia, and Mississippi considered such action between 1829 and 1832. Louisiana passed legislative restrictions in 1826 and 1829 and totally eliminated all outside traders in 1832, an act, as previously noted, that nearly ended Woolfolk's operations.[49]

Finally there was the direct and deliberate opposition of Marylanders. This opposition was best expressed through some of the newspapers in the state. Hezekiah Niles, a strong willed Quaker in Baltimore, spoke out first in his paper, the *Weekly Register*, against the itinerant planters in 1819 and then against the major traders through the 1820's.[50] But it was Benjamin Lundy who struck the most telling blows. After attacking Maryland traders in general, he singled out Austin Woolfolk for attention in 1825 in a lurid exposé of his operations. Such action led to threats against Lundy,[50] and in 1827 when the two men met by chance on the street in Baltimore, Woolfolk, responding to a recent article that declared him to be "a monster in human shape," knocked Lundy to the ground. Although the court found in favor of the aggrieved in the ensuing assault charge, it awarded only one dollar in damages. The decision of the court undoubtedly reflected not a defense of the slave trade but a testimony to Woolfolk's character. For in spite of his profession, he was considered to be cordial and affable in his manner, scrupulously honest in his business dealings, and his own slaves expressed a degree "of affection" toward him, a response that led the "best Maryland" authorities to consider him to be a

[48] *Genius of Universal Emancipation*, July, 1825, p. 181. Merton Dillon, *Benjamin Lundy and the Struggle for Negro Freedom* (Urbana, 1966), pp. 110-116.

[49] *Genius of Universal Emancipation*, Aug., 1830.

[49] Woolfolk partly circumvented this by establishing a legal residence at Fort Adams, Mississippi, the first steamboat river stop beyond the Louisiana border. By this means he was still able to trade in the local market, for Louisiana residents came to Fort Adams to buy, but expenses were greater for Woolfolk. See City of New Orleans, Conveyor's Office, Conveyance's, Vol. I, 1827. The biggest blow came for Woolfolk and the other traders in 1832 when a Louisiana law prohibited all such operations.

[50] *Niles Weekly Register*, July 21, 1821; Sept. 14, 1822; Aug. 20, 1825; Dec. 1, 1827; and June 28, 1828.

[50] *Genius of Universal Emancipation*, July, 1825.

"mild and indulgent master."[51] Ironically, the incident marked the peak of Woolfolk's trading activities, for within the next four years his business had nearly dried up. In the interval, one more confrontation occurred when William L. Garrison, Lundy's assistant, spoke out against the shippers who were transporting Woolfolk's slaves to New Orleans.[52] Although Garrison was jailed briefly for such "libel," his first hand exposure to "the slave system" added force to his later abolition efforts.

More important than Woolfolk's degree of success and his problems, however, is the total impact that he and other traders had upon the social and economic features of slavery in Maryland and the other border states. From the statistics gathered on Woolfolk some insight may be obtained on at least three features of the domestic slave trade: its effect on the total size of the slave population; its influence on slave prices in the local market; and its role in the distortion of age and sex ratios within the slave population.

First, and most significantly, the role of the trader in affecting the size of the slave population in Maryland can be quite clearly gauged. In 1830 the census showed that the state had 4,522 fewer slaves than in 1820. As the slave population of the state normally would have experienced a growth of 13,000 chattels, Maryland's total loss over a ten year period came to 17,500 slaves.[53] Writers like Frederic Bancroft were tempted to attribute all or most all of this to the work of the traders. Statistics reveal otherwise. There were three major forces at work, two of which are mathematically measurable. First there was the operations of the traders and southern planters buying in the Maryland market. Records of manifest lists of slaves shipped from Maryland to New Orleans (the chief port of arrival) show 3,969 for the decade of the 1820's. Furthermore 724 Maryland slaves were sent to all other southern ports. In addition slaves were sent to southern markets by *internal* means. Some were moved by riverboats and others were marched overland in coffles. Unfortunately there is no precise way to measure this latter movement, but indirect evidence permits a fairly close estimate to

[51] *Ibid.*, Jan. and Feb., 1827.

[52] Dillon, *Benjamin Lundy*, pp. 157-158. Woolfolk's activities after quitting the trade in the 1830's have not been determined. He was still in Baltimore in 1842. During the Civil War, an Austin Woolfolk, possibly his son, served as a captain in the army quartermasters with Union forces in the Ohio and Kentucky area. See *OR*, XXVI, Ser. I, p. 707.

[53] This figure is based on a net expansion rate of 13 per thousand in which the slave mortality rate is subtracted from the birth rate in Maryland. The figure 13 is several digits lower than standard demographic estimates would suggest, but those estimates do not take into account the sizeable losses in Maryland's child bearing population (women in the 24 to 38 years age bracket).

[54] This included the coastal ports of South Carolina, Georgia, Florida, Alabama, and Louisiana. The statistics were derived from the Port of Entry Manifest Lists, Inbound Slave Shipments, 1820-1830, for the areas noted.

be made. Studying the problem for the 1830's, Charles Wesley found through manifest lists available that internal land and waterway shipments accounted for 16 per cent of all slaves going south.[55] By applying this percentage to the shipment totals for the 1820's a figure for Maryland of about 800 slaves is derived. (This total is not to be confused with several times that number who were part of an emigratory movement.) Several categories of evidence support this figure. Franklin and Armfield sent about seventy chattels per year by coffle starting in the late 1820's. Local bills of sale also show some planters buying in the Maryland market whose slaves do not appear afterward on the seaport manifest lists, so they were no doubt shipping by internal means. Furthermore, occasional escape attempts by slaves in coffles in the 1820's made up "largely of Maryland slaves" appear in local newspapers,[56] and opponents of the system, like Hezekiah Niles, refer to the grim picture of chained groups tramping the dusty roads heading south. Thus when these shipment figures by both land and water are combined, traders and southern planters accounted for 5,493 blacks or 31 per cent of the total loss in Maryland.

The second force at work was manumission. As noted already, it plagued traders like Woolfolk, but more importantly it was a major factor in the decline in the state's total slave population. In the ten years under consideration, 5,833 slaves were granted their freedom, accounting for 33 per cent of the state's losses.[58] Leaders like Francis Scott Key saw in manumission activity a means to solve eventually Maryland's slavery problem. It had great potential in this regard for manumission efforts were common in *all* Maryland counties, and manumissions were often made independently of economic and social pressures. Unfortunately there was little organized effort by private or public groups to further it.[59]

Finally there was that group of slaves who left Maryland by means other than for trading purposes. This included chattels emigrating with their owners, runaways, and slaves leaving as colo-

[55] Wesley, "Manifests of Slave Shipments," p. 169.

[56] Andrews, *The Domestic Slave Trade*, p. 148; *Niles Register*, Nov. 18, 1826; *Genius of Universal Emancipation*, Jan 30, 1822; and *Maryland Gazette*, June 28, 1828.

[57] *Niles Weekly Register*, Aug. 6, 20 1825; and June 28, 1828.

[58] These figures are based on an actual head count of manumissions by regular deeds (except for an estimate for Baltimore County) and an extrapolation for manumissions by will based on actual numbers freed in wills in Anne Arundel, Baltimore, Kent, and Prince George's Counties.

[59] Francis Scott Key's views are noted in a letter to Arthur Tappan that was copied in the *Maryland Colonization Journal*, July 1839. As a result of the Nat Turner revolt, Maryland in 1832 greatly restricted the right to manumit. The reaction in the deep South was to curb shipments of slaves from the border states. Thus one event, the Nat Turner incident, practically ended Maryland's chances for eventually becoming a free state.

nists. Historians have had no way of measuring the size of this group. Some observers have suggested that in areas like Virginia emigration accounted for between 50 and 60 per cent of all departures. This rate would also apply nicely for Maryland, and, in fact, by subtracting trades and manumission subtotals noted above, we are left with a figure of 6,174 slaves. About 1,000 of these can be accounted for as slaves sent beyond Maryland for colonization purposes and as permanent runaways. This leaves 5,000 who accompanied their masters westward or southward to new territorial settlement. Evidence in bills of sales records, letters, and last wills lends weight to this. Furthermore, most of the evidence for emigratory activity occurs in the counties that were showing the greatest loss of slaves after adjusting for losses through manumission and out-of-state sales.[80]

SLAVE LOSSES FOR MARYLAND FOR THE YEARS FROM 1821 TO 1830

Slaves shipped to New Orleans	3,969	
Slaves shipped to other southern ports	724	
	4,693	seaboard shipments
Slaves shipped internally	800	
Total shipments of traders and planters	5,493	
Slaves freed by manumissions	5,833	
Emigration and voluntary departures	6,174	
	17,500	total state loss[81]

By comparing these three sets of figures (see chart) the impact of the trader upon the mobility of Maryland's slave population is now brought into clearer focus. Although the trader's role was a sizeable one, it was greatly outweighed by emigration and manumission activity, activity that had great potential for expansion while that of the trader was about to undergo a decline.

A second area that Woolfolk's career sheds light upon is the impact that the traders had upon the price of slaves in the Maryland market. Due to the complicated features of slave trading, it is difficult to generalize, but several features do become clear. First, the size of the market and the prices of slaves varied a bit from county to county, and the traders themselves contributed unintentionally

[80] Evidence in wills and bills of sale for Kent and Dorchester counties show a fair degree of emigrating activity. Also the *Maryland Gazette*, Mar. 1, 1821, printed an excellent article on the size of Maryland's emigratory activity.

[81] In an article "How Extensive was the Border State Slave Trade," *Civil War History*, XVIII (Mar. 1972) 42-55, this writer estimated that for the 1830's there were 3,601 slaves sold south. Assumption of sales in Baltimore County, however, was low by as much as 900 slaves since there were no statistics (like Lundy's figures for 1825) to judge the traders' activity. Based on Lundy's totals, projected to the 1830's, the new shipment figure should be 4,500 plus, making Maryland's share in the trade somewhat larger but still minimal.

to this. For example, they worked an area fairly intensively, like a logging operation, and then moved on to another county.[62] Buyers also discovered that sellers, even in locations of excess supply, had several alternative choices that were not economically unattractive. They could rent out their slaves and sell later; they could sell in Baltimore among the competing professional traders; they could release their slaves by naming a freedom date at some future time, retaining their services in the interval; or they could emigrate and take their slave property with them. As a result a second aspect of trading in Maryland comes into clearer focus; although there was heavy buying and selling in most counties, the share involving the traders was fairly minimal with local sales occurring usually from two to eight times as frequently as the out-of-state sales. Thirdly, thanks to these forces, the prices of slaves purchased by local residents within a given county area stayed nearly the same over the ten year period, moving up from as little as one per cent to no more than seven per cent. Fourthly, the prices of slaves sold south tended to fall and finally match the price levels paid by local buyers. There were one or two counties though where this was the exception. In Dorchester County in 1830, for example, prices to traders were $100 higher, but the sales to traders were for the moment twice as great.[63] Thus, when traders became an important source in the market, a two-tier system of prices developed. Local owners obtained a price that was one-third less by selling locally, and many were explicitly willing to take the lower price and avoid the trader.[64] Fifthly, there was one type of trade in which the trader dominated, i.e., sales involving more than two slaves per unit sale. As a result, local residents or executors of estates with numerous chattels to dispose of found ready buyers when they dealt with the traders.[65]

Although the activities of traders had only a moderate effect on prices in Maryland, they did have a significant impact on the sex and age ratios of the state's slave population. Traders deliberately bought young slaves (12 to 25 years in age) and habitually pur-

[62] Woolfolk, for instance, concentrated on Talbot County in 1820 and 1821, then switched to Kent and Anne Arundel (1822-1823), then Queen Anne and back to Talbot (1825-27), and finally Somerset County as the decade ended.

[63] In 1820 local sales prices were approximately $200 per slave in Kent, Talbot, Dorchester, and Anne Arundel Counties. Prices to traders were from $70 to $80 higher. By 1830 prices to traders had fallen to the going local level of $200. Dorchester County, with light local sales in 1830 was the exception, and traders here were paying a premium of $100. See Bills of Sale in the *Land Deeds* for Kent, Talbot, Dorchester, and Anne Arundel counties for the years 1820-1830.

[64] Charles Goldsborough declared that local (Dorchester County) prices were from one-half to two-thirds as much as those for out-of-state sales. See also the *Federal Gazette*, Jan. 13, 1825; and the *Frederick Town Herald*, Mar. 22, 1823.

[65] Frederic Bancroft, *Slave Trading in the Old South* (Baltimore, 1939), p. 48.

chased more males than females. As a result in counties with heavy trading activity, the loss of male slaves was extremely heavy. In Kent, Talbot, and Dorchester Counties, for instance, the loss rate for males in this young age category averaged 50 per cent. The loss rate for female slaves should have been somewhat less, due to the fewer purchases of women by traders, but the actual rate of loss was similar. Losses of female slaves through manumission and apparently emigration brought the ratio back into balance.[66] There was *one* area of exception, Dorchester County. Here males in the 12 to 24 age category had outnumbered females in 1820. Ten years later females (24 to 36) were in a majority by 10 per cent. There is no evidence to explain this, but since Dorchester was a heavy trading county, it could be argued that some planters were deliberately retaining young women of child bearing age for purposes of slave breeding.[67] In any event, fewer numbers of slaves in this critical age category could and did contribute to a slowing of the state's slave population growth.

As a concluding feature of this view of slave trading in Maryland, several relevant points may be drawn. First, in spite of the facade of success that the trader exhibited among his contemporaries, the obstacles that he faced were major ones. Secondly, the feelings that he aroused by the nature of his business served within Maryland to strengthen the resistance to sell south and beyond Maryland to crystallize sentiment that sparked a national anti-slavery crusade. Thirdly, although the selectivity of his purchases tended to disrupt the local socio-economic fabric of slavery, it was only in the distortion of numbers in the different age brackets that the permanent impact of his operations would be felt. Fourthly, the relative significance of the trader's operations has been less than previously assumed. Thus his share of the trade south was major but not dominant; the impact of his activities was felt strongly in several counties but hardly at all in the rest of Maryland; and his monetary gains from his business brought him a prosperous living but by no means great wealth.

Finally, and most significantly, was his role in bringing a decline in slavery in the state of Maryland. He was not solely responsible

[66] Again, it is impossible to determine the sex ratios of the slaves of emigrating Marylanders except for modest numbers in manifest lists where females do outnumber males. But in manumission records the trend is clear. Marylanders freed about twice as many females as males aged 24 to 36. In Kent County, in the 1820's for example, this ratio was 2.5 to 1. See, Kent County *Chattel Records*, Libers WS #2, JW #3, and JHG #1.

[67] In Dorchester County in 1820, males (14 to 24) outnumbered females by 710 to 667. But in 1830 in the age category 24 to 36, females outnumbered males by 292 to 268. Since the difference was only 24 people (the average male-female discrepancy was 20 per cent), any effort to keep females to produce children was probably minimal. United States Bureau of the Census, *Census of 1820* (Washington, 1821) and *Census of 1830* (Washington, 1831), State of Maryland.

for this as one historian has suggested, for the combined forces of emigration and manumission were substantially greater. But all three forces together created a net loss of 4,500 slaves in the decade of the 1820's. These statistics suggest a dramatic lesson: that slavery on the state level, need *not* have been a permanent institution. By acting early and by reinforcing the positive features (like manumission) that led to this decline, Maryland's leaders might well have placed their state safely on the road to freedom by the critical date of 1860. What effect a "free" Maryland would have had on the national slavery question can never be determined. It might have meant nothing. Again, it might have convinced someone like Lincoln that slavery's days were numbered and that compromise with the South was not unworkable. At the very least, if Maryland had only taken steps to accelerate the declining trend in her slave statistics, thousands of her blacks would have been spared the burdens of slavery. At the very best, Maryland's example might have created the insight for a solution that would have spared the nation a civil war.

Activity No.: 8.V.B.1

Recommended Time: 1 class

Title: Maryland in the Civil War - North/South Conflict Within Maryland

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.6.8.1 2. 4.4.8.1	Civil War martial law union	1. Use materials as a source of information. 2. Use context clues.

Content Outline Covered by Activity:

V. Maryland in the Civil War
   B. State Divided
      1. North/South Conflict within the State
      3. Martial Law

Activity:

Have students read the handout and answer:

1. How do you think the following people would feel about Maryland staying in the Union?
   a. Western Maryland coal miner.
   b. Workman for the B & O Railroad.
   c. Mother of two teenage boys.
   d. Former slave.
   e. Waterman.
2. Do you think President Lincoln was right in sending troops into Maryland? Give reasons.
3. If you were president, what would you do to keep Maryland in the Union?

Materials:

Wilson, Richard. Maryland: Its Past and Present. Maryland Historical Press, 1981.

Adaptation for Other Levels:

Activity No.: 8.V.B.2

Title: Maryland in the Civil War - A State Divided

Recommended Time: 1 class

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.6.8.1 2. 4.4.8.1	Civil War martial law	1. Use materials as a source of information. 2. Use context clues. 3. Select important information pertinent to class activities. 4. Locate places being studied on maps.

Content Outline Covered by Activity:

V. Maryland in the Civil War
   B. State Divided
      1. North/South Conflict Within the State
      3. Martial Law

Activity:

Using the Maryland Historical and Geographical Atlas, read and complete pages 64 to 71.

Materials:

Caudill, Roy. Maryland Historical and Geographical Atlas. Harford County Department of Education, 1981.

Adaptation for Other Levels:

Activity No.: 8.V.B.3

Recommended Time: 1 class

Title: Maryland in the Civil War - St. Mary's County in the Civil War

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.6.8.1 2. 4.4.8.1	Civil War Confederate "Maryland, My Maryland" secede tariffs Union	1. Use materials as a source of information. 2. Use context clues. 3. Select important information pertinent to class activities.

Content Outline Covered by Activity:

V. Maryland in the Civil War
   B. State Divided
   C. Maryland and St. Mary's County - Role in the Civil War

Activity:

Use the readirg and activities in Maryland History by Mary Michael, pages 66-74.

Materials:

Michael, Mary. Maryland History. Tri-State Printing, 1983.

Adaptation for Other Levels:

Activity No.: 8.V.C.1

Title: Maryland in the Civil War - St. Mary's County

Recommended Time: 1 class

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.6.8.1 2. 4.4.8.1		1. Use materials as a source of information. 2. Use context clues.

Content Outline Covered by Activity:

V. Maryland in the Civil War
   B. State Divided
   C. Maryland and St. Mary's County - Role in the Civil War

Activity:

Give the students the following list of terms:

1. Riley's Rifles (p. 100)
2. "The War of the Northern Invasion (p. 106)
3. St. Mary's Dragoons (p. 100)
4. Col. Richard Thomas (pp. 115-116)
5. Benjamin Harris (pp. 116-118)
6. St. Mary's Citizens in the Union Army (p. 120)

Using History of St. Mary's County, by Regina Hammett, have a student or group of students read pages 106-124 and report on the above terms.

Materials:

Hammett, Regina Combs. History of St. Mary's County, Maryland. 1977.

Adaptation for Other Levels:

Activity No.: 8.V.C.2

Title: Maryland in the Civil War - Antietam

Recommended Time: 1 class

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.6.8.1 2. 4.4.8.1	Antietam Civil War	1. Use materials as a source of information. 2. Select important information pertinent to class activities.

Content Outline Covered by Activity:

V. Maryland in the Civil War
   C. Maryland and St. Mary's County - Role in the Civil War
      3. Battles

Activity:

ITV videotape presentation Here and There in Maryland: Field Trips, Antietam National Battlefield, St. Mary's County catalogue #338. Tape 10 minutes. See attached guide for student activities.

Materials:

Maryland ITV videotape Here and There in Maryland: Field Trips, Antietam National Battlefield.

Adaptation for Other Levels:

Activity No.: 8.V.C.3

Title: Maryland in the Civil War - Antietam Battlefield

Recommended Time: 30 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.6.8.1 2. 4.4.8.1	Antietam Civil War General Lee General McClellan	1. Use materials as a source of information. 2. Use context clues. 3. Locate places being studied on maps.

Content Outline Covered by Activity:

V. Maryland in the Civil War
   C. Maryland and St. Mary's County - Role in the Civil War
      3. Battles

Activity:

Distribute reading sheets and have students complete the exercise on the last page.

Materials:

Wilson, Richard. Maryland: Its Past and Present, Maryland Historical Press, 1981.

Adaptation for Other Levels:

Activity No.: 8.V.C.4

Title: Maryland in the Civil War - Point Lookout Prison

Recommended Time: Variable

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 4.3.8.2	Point Lookout Prison regiment	1. Observe with purpose and record or report accurately. 2. Use titles as guides to content. 3. Record information. 4. Divide information into generalities and specifics. 5. Work harmoniously with others. 6. Demonstrate a sense of responsibility. 7. Help keep group on defined task. 8. Consider ways of working more effectively in the future.

Content Outline Covered by Activity:

V. Maryland in the Civil War
  C. Maryland and St. Mary's County - Role in the Civil War
    5. Occupation of St. Mary's County
      a. Point Lookout Prison and Hospital

Activity:

Student group activity for out of school. Have 4-6 students volunteer to go to Point Lookout to the monument to the Confederate soldiers who died at the Point Lookout Prisoner of War Camp during the Civil War. The purpose of this activity is to collect information about the names on the monument, to be used in the classroom for other activities. Student directions:

Have students copy the names of the soldiers (all) according to regiment, including name, rank, and any other information associated with each name. When the list is complete, turn it in to the teacher.

Follow-up classroom activities might involve:

Break list down into:

1). Soldiers from certain areas or states
2). Officers who died/enlisted men who died
3). St. Mary's County family names
4). Relatives of classroom students
5). Other categories

Materials:

Adaptation for Other Levels:

Activity No.: 8.VI.A.1

Title: Effects of War in Maryland

Recommended Time: 45 mins. and homework

Grade Level Objectives:
1. 1.1.8.1
2. 1.3.8.1
3. 1.6.8.1

Vocabulary:
freedom
Orioles
public lending libraries
slaves
steamship
streetcar
turnpike

Skills Objectives:
1. Read to find answers to questions.
2. Select answers to questions from material read.

Content Outline Covered by Activity:

VI. Development of Maryland After the Civil War
  A. Effects of War in Maryland
    1. Social Effects
    2. Political Effects
      a. Black Vote
      b. Constitution of 1867
    3. Economic Effects

Activity:
Have students read My Maryland, pages 303-329. Students will answer the following questions:

1). By what means did slaves in Maryland gain their freedom?
2). Name the two groups of people who competed with American worker after the Civil War for jobs in Maryland?
3). How do you think the Maryland worker felt when confronted with competition who was willing to work for lesser wages?
4). What remained the center of life in Maryland, even after the Civil War?
5). How did farming in Maryland change after the Civil War? List the changes and improvements.
6). Name some of the activities that kept Maryland farmers together as a social group.
7). How did the lifestyle of the freed black in Maryland improve over what it had been in slavery?
8). Describe the city of Baltimore between 1870 and 1890.
9). Name the convenience that encouraged Baltimore urban people to move to the suburbs. Why did people like this convenience?

(Over)

Materials:

Greene, Suzanne E. An Illustrated History of Baltimore. Windsor Publications, Inc., 1980.

Kaessmann, Beta. My Maryland. Maryland Historical Society, 1955.

Adaptation for Other Levels:

Activity - Continued

10). Baltimore urban living encouraged many tradespersons to sell their services and wares in the streets. Name some of the trades practiced and products offered on a door-to-door basis.
11). Baltimore offered many forms of entertainment. List some examples.
12). The city of Baltimore gained many improvements from people who became wealthy through business in Baltimore. Name some of these people and describe the contributions they made.
13). The Maryland state constitution of 1864 placed restrictions on Maryland for its support of the Confederacy. Describe these restrictions and how Marylanders felt about them.
14). Explain the importance of the 1867 Maryland state constitution.
15). Describe economic growth in Maryland after the Civil War.

Title: Growth of Maryland - Industrialization Around Baltimore

Activity No.: 8.VI.C.1

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 2.7.8.3 3. 3.2.8.1 4. 3.3.8.2 5. 4.5.8.1 6. 5.3.8.1	ethnic industrialization manufacturing port of entry suburb technology	1. Listen when others speak. 2. Take notes while continuing to listen. 3. Locate places being studied on map.

Content Outline Covered by Activity:

VI. Development of Maryland After the Civil War
  C. Growth of Maryland
    1. Industrialization
      a. Around Baltimore

Activity:

Teacher presentation based on supplemental reading: "Late Nineteenth Century Industrial Communities in Baltimore," Maryland Historian, Vol. II, Spring 1980, pages 39-45.

At the end of the presentation students should know:

1). Background information on industrial communities in and around Baltimore.
2). The industry upon which each community was established.

This information will act as a foundation to link late 19th century Baltimore with present day.

Supplemental source: 1). An Illustrated History of Baltimore
2). Historic Canton

Materials:

"Late Nineteenth Century Industrial Communities in Baltimore." Maryland Historian, Volume II, Spring 1980, pages 39-45.

Greene, Suzanne E. An Illustrated History of Baltimore, Windsor Publications, Inc., 1980

(Over)

Adaptation for Other Levels:

Materials - Continued

Ruhert, Norman G. Historic Canton. Bodine and Associates, Inc., 1978.

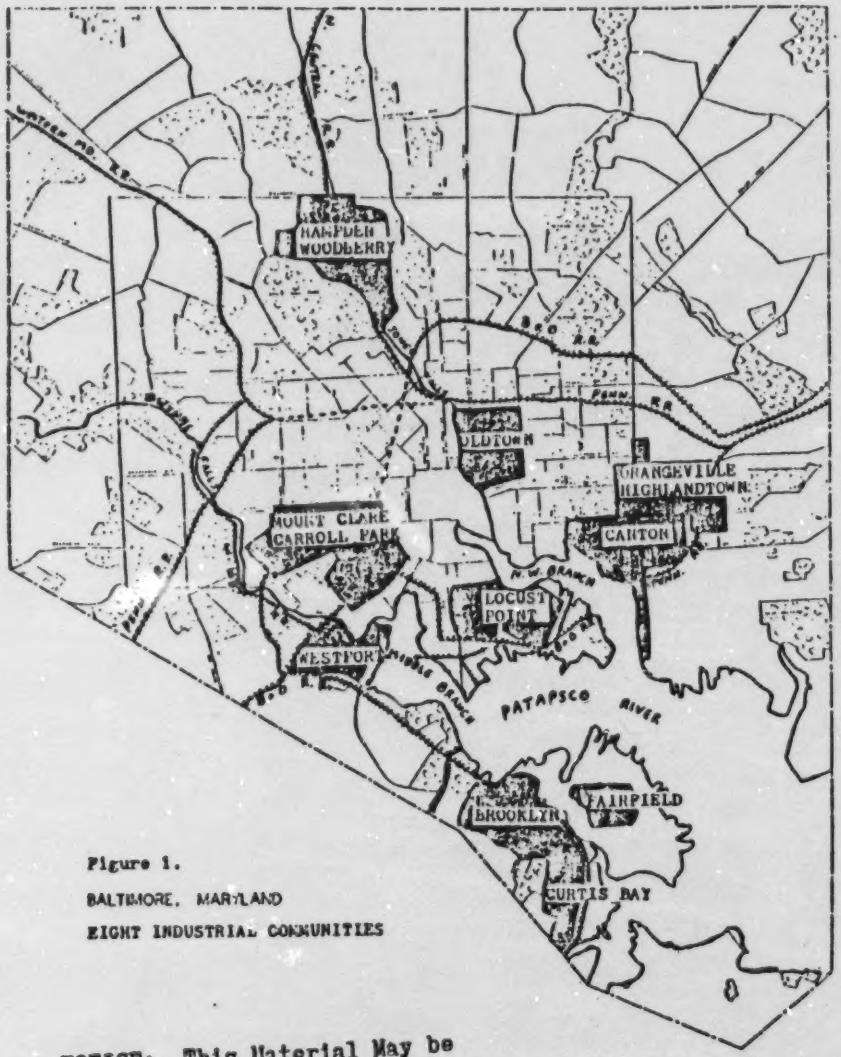

Figure 1.

BALTIMORE, MARYLAND

EIGHT INDUSTRIAL COMMUNITIES

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(Title 17 US Code)

LATE NINETEENTH CENTURY INDUSTRIAL COMMUNITIES IN BALTIMORE

The history of a number of American cities during the late nineteenth century is written in terms of communities. The great majority of these communities within metropolitan districts were suburbs or ethnic neighborhoods.[1] Some resulted from general changes taking place in the nation as a whole, such as in transportation technology or in the distribution of wealth, while others resulted from the direct action of industry to slow the mobility of labor. The results were large industrial communities or satellite cities of workers, sometimes built around one or more large manufacturing establishments.[2] According to David Brody, "Even in densely populated regions, every major plant fostered its own community."[3]

Many of these industrial/residential communities have persisted well into the twentieth century. The reasons for this persistence long after the advent of the automobile and numerous social and economic changes within the city are not clear. Many explanations have been offered, ranging from bonds of ethnicity and kinship to high rates of home ownership and links to local employment. It is argued in this paper that the impact of certain local industries upon the adjacent community labor pool became dominant and, over time, left a definite imprint on the overall character of the community.

In the City of Baltimore a number of nineteenth-century industrial communities have shown evidence of surprising persistence despite modern widespread trends of rapid residential turnover and frequently associated racial change. Eight of these communities have been selected as models in studying the various methods that local industries used to influence, successfully and unsuccessfully, the destinies of these communities. (Figure 1) This paper will not attempt to analyze the social and economic conditions of these communities today but instead will briefly sketch each for the period 1880-1925 and show the influence on each of local industry. All eight developed as industrial communities after 1870. By 1925, all but one were still distinct industrial communities with work forces tied closely to proximate manufacturing plants. It is this linkage between the local industries and the local labor force and community that will herein be examined.

Oldtown

The Oldtown Community of Baltimore, the oldest of the eight communities, is the first one we shall examine. In the eighteenth century it was an outgrowth of one of the original Baltimore settlements called Jones Town. Its importance was derived from its location on the Jones Falls and at the junction of three major roads leading into Baltimore. Early flour mills developed at the location and shortly thereafter clusters of houses appeared. By the 1830s these early houses were replaced by squat, two-story, brick row houses and were occupied by skilled artisans such as tailors, cigarmakers, wheelwrights and

carters.[4]

By 1880, Oldtown had developed into a community of mixed economic activities as well as a middle class residential area. In the lower section, workers' dwellings were interspersed with small shops and service-type industries. The poorer residents inhabited the southwest corner below Madison Street, while the middle income houses clustered around Johnson and Madison Squares to the northeast. Between Greenmount Avenue and Jones Falls were the tracks of the Northern Central and Western Maryland Railroads, along which were located terminals and warehouses. Few large factories were in the area or even adjacent to it.[5] Occupations in the community were quite diverse. Twelve percent had skills such as plumber, house painter, or carpenter, while almost a third were in some form of white collar service work. Only 2.5 percent were involved in factory work.[6].

Oldtown was at this time an area of ethnic neighborhoods with several streets of black families who had lived there for several generations. Germans formed the largest single ethnic group and most were employed in skilled occupations. The German neighborhood centered around St. James' Roman Catholic Church, the German National Church in Baltimore, which was administered by German orders of nuns and priests.[7] Other large ethnic groups in the community included Irish and Jews. The Irish neighborhood centered along Greenmount Avenue and around St. John's Roman Catholic Church. The Jewish population clustered in the vicinity of the "sweat shops" in the southwest corner of Oldtown. While the Irish population was concentrated in the manual, semi- and unskilled occupations, the Jews owned and operated most of the small clothing establishments.[8]

After 1900, Oldtown began to change rapidly. The community began a period of transition with the older inhabitants tending to move to the northeast. Most of the residents no longer worked in the local area but were employed in other parts of the city. Part of this change can be attributed to the types of occupation that did not restrict the inhabitants to that specific industrial community. As a result, the community passed through periods of invasion and succession with various ethnic and racial groups replacing one another. Today, the community has become a typical inner-city neighborhood with high unemployment rates, new housing developments, blighted areas, and high crime rates. The only traces still remaining of the industrial community of 1880 are a few old warehouses and the neighborhood churches, most of which are no longer in use.[9]

Westport—A Glass Manufacturing Community

The community of Westport is located on the south side of the junction of Gwynns Falls and the Middle Branch of the Patapsco River. Iron was mined here during the eighteenth century and later the Baltimore Company built an iron furnace that remained in operation until the Civil War.[10] The first planned housing took place in the early 1800s along the Annapolis Road when several rows of brick houses were constructed for mine workers. Later, in the 1880s, Thomas Winans, who had amassed a fortune building railroads in Russia, conceived the idea of founding a village for working people on the hills across Gwynns Falls adjacent to Westport. Streets were laid out and lots sold in the area between the Annapolis Road and the Baltimore and Ohio Railroad tracks.

Within ten years, "Mount Winans" had grown to a population of about 600.[11]

The major boost to the growth of these communities came after 1889 when the Carr-Lowrey Glass Company opened its new plant. The site in Westport was ideal because of its accessibility to barge traffic, essential for carrying away ashes from the glass furnaces. Skilled labor was scarce at the time and Carr-Lowrey, which specialized in high-grade glass products, had to import this type of labor from New Jersey. By the 1920s, this firm alone employed 650 workers and, with the addition of the nearby Swindell and Maryland Glass Companies, total employment in the industry exceeded 1500 workers.[12] Westport and parts of Mount Winans apparently were home for many of these skilled glass workers. Studies of the Polk City Directories reveal that as late as 1930 over one-fourth of the predominantly white residents were employed in the glass industry. Over 46 percent were employed in some kind of manufacturing.[13]

After the 1930s the community began to change. During the Depression the glass industry suffered in Baltimore and was never able to fully recover. By 1940, only eighteen percent of the Westport residents were still working for the glass companies, and in the 1960s only four percent.[14] Moreover, changes in technology in the glass industry had eliminated many of the requirements for skilled labor. Machines took over the skills, and semi-skilled workers operated the machines. Many of the white skilled laborers moved away from the neighborhood or worked in other industries. Black labor took over many of the jobs requiring lesser skills.[15]

These changes in technology and skill requirements are reflected in the changes in the social make-up of the community after 1940. By 1970 Westport had become 43 percent black and Mount Winans was an almost totally black community. The remaining white population in these two communities was composed chiefly of widows and retired workers, many of whom had spent most of their years at Carr-Lowrey or the other glass manufacturing firms. In spite of these changes after 1940, it cannot be overlooked that the entrance of the Carr-Lowrey firm into the community in the late 1800s had a significant impact on community identity for two generations.[16] Westport is an example of how economic dislocations and changes in technology affect the social relationships of a community.

Canton and the Canton Company

Industrial development in Canton centered around the activities of the Canton Company, one of the oldest industrial development companies in the United States. Founded in 1828 by the New Yorker, Peter Cooper, the company grew rapidly, and by 1873, after it had passed into local hands, could lay claim to most of East Baltimore in what is now Canton and Highlandtown. In that year alone the company owned 2800 acres, comprising 18,000 building lots, graded and paved streets, water and gas facilities, and much valuable waterfront property.[17] Canton had been converted from a place of a few industries to one of grain elevators, rail yards, and heavy industry. By 1890, the Canton-centered canning industry, with its enormous complex of related industries such as bottle, seal, label and fertilizer manufacturing, placed Baltimore in the premier position as the canning center for the eastern United States.[18]

It was the Canton Company which established and fostered the growth of the Canton community. Old fashioned welfare work and paternalism was practiced by the company and its associated industries. As early as the 1850s the Baltimore and Cuba Company, a copper smelting firm, built rows of two-story brick houses, known as "Copper Row", for its predominantly Welsh workers who lived near the smelter. In addition to housing, these companies contributed to local church construction, parks and recreational facilities.[19]

Ethnicity and family ties to the community were important factors in the growth of Canton and were strongly encouraged and supported by the Canton Company. As early as 1872, the Canton Company was recruiting in specific European countries by circulating translated reports and handbills. Workers from Germany, Switzerland, Austria and Britain poured into Canton at such a rate that the sudden growth of the community so overwhelmed the company's administrative services that it requested that the city incorporate the area.[20]

Although ethnic neighborhoods grew up around churches and family linkages, they were always a part of the provincial community of Canton which was subservient to the Canton Company and other local industries. The neighborhood provided skilled labor for each of these industries. Women and children could supplement family income with seasonal work in the canneries. The diversified economy and traditional skills within families tended to guarantee job continuity within the local community. It is this form of industrial linkage that perhaps explains the very high rates of residential persistence.

Mount Clare-Carroll Park

The Mount Clare-Carroll Park industrial community is located in Baltimore between Pratt Street and Washington Boulevard. It developed after the 1830s around the shops of the Baltimore and Ohio Railroad. In 1830, the B & O established Mount Clare Station on Pratt Street. During the next decade numerous railroad shops and engine facilities were built. By the time of the Civil War the area had grown to 30 acres and over 3000 workers were employed there.[21] The community began to take form in the 1840s, when Irish workers settled there to be near their place of employment at the B & O Railroad. In the 1870s, Ross Winans, one of the founders of the B & O, and the father of Thomas Winans who later developed the community of Mount Winans, invested $400,000 into a model housing project in the area on Parkin Street. The project consisted of 100 low-rent, four-story apartment houses for the railway workers.[22]

Towards the end of the century the community was to feel the effects of the growth of another industry nearby. The Bartlett-Hayward Company, a manufacturer of stoves and hot air furnaces, had purchased the Winans Locomotive Works in 1863. By the 1880s, this company was manufacturing all types of cast iron products and employed over 500 workers. With the outbreak of World War I the firm began to manufacture war materials, and employment jumped from 2800 in 1917 to 22,000 when the armistice was signed in 1918. In 1925, the firm was sold to the Koppers Company of Pittsburgh and is known by that name today.[23]

Around the turn of the century new ethnic groups began moving into the community to fill the needs of the local industries. In a neighborhood on the eastern end of the community, sometimes known as "Pigtown", Italians arrived to work in the Bartlett-Hayward Plant. Lithuanians settled on Fremont Avenue to work in the textile and clothing factories along Green and Pratt Streets. Blacks, who had been moving into the area since the 1870s, lived along the alleys and small "half streets" and made their living as street vendors or laborers.[24]

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Many factors held these people to the community but local employment was certainly one of the major community moulders. A study in 1940 of Bartlett-Hayward workers who had spent over thirty years with the firm revealed that forty percent had always lived in the immediate or adjacent communities of the factory.[25] The closing down or cutting back of many of the local industries after 1945 made a direct impact on the community. Since that time the neighborhoods of the community have been changing. Some have been changing faster than others, but the trend has been toward the replacement of the homeowners who are employed locally by renters who may not be employed at all. Islands of persistence exist today, mostly to the west in the vicinity of Carroll Park.[26]

Hampden-Woodberry—The Mill Village in an Urban Setting

Throughout much of the nineteenth century, the Hampden-Woodberry area was located one mile north of the Baltimore City limits and was without cheap public transportation to the city until the 1880s. Yet, despite the introduction of electric transit in that decade and the annexation by the city, the employees of the local textile mills and machine works continued to reside there. In addition to ethnic homogeneity, the overwhelming presence and paternalistic policies of the Hampden-Woodberry mills provided a community social atmosphere and life-style which persisted there long after the area's incorporation into the city.

The major industrial force in the community was the cotton textile industry which grew from a very small labor force in the 1840s to a few thousand workers by the 1880s. This growth can be attributed to the specialization in the manufacture of canvas, called "cotton duck." The low price of the Hampden product, derived in part from low labor costs, drove other domestic competitors out of the market and, reportedly, by the 1890s had established this complex as the world's largest center for the manufacture of canvas.[27] Of a total population of 6808 in 1880, over 43 percent worked in the mills. Moreover, a sampling of 275 households revealed that 75 percent of them had at least one member working in the mills that year. Twenty years later one-fourth of these same families still had a male member working in the mills.[28] This suggests that occupational persistence in the community was closely linked to residential persistence.

Great dependence was placed upon the work of women and children. Long hours and low wages could be demanded from such labor with little influence on the quality of production.[29] In 1880, over 70 percent of the textile workers in the Village of Mount Vernon were women and children, of whom one-fourth were under 15 years old. Based on samplings of households, the mills in 1880 employed one out of every two children in the community between the ages of 10 and 17.[30] Family employment thus became a major force for persistence, and mill work a common bond within the community.

In the Hampden-Woodberry area probably the most striking practice promoting stability was the provision of mill-owned housing, of which there is extensive documentary and physical evidence. This housing, as a fringe benefit, became a major part of the textile mill system, partly in order to keep a happy work force and partly to compensate for low wages. By the 1920s the Mount Vernon-Woodberry Company was renting 280 company houses, each of which rented for about half as much as other houses in the neighborhood.[31]

Paternalism and associated welfare activities took on a variety of forms in Hampden-Woodberry. The mill owners were all local people who continued to live in the community well into the 1920s, participated in local church activities, and intermarried among themselves. The mills were not so large that these owners and managers were prevented from identifying with many of the workers. Paternalism apparently was never so excessive that alienation dominated the spirit of the community, but it rather reinforced community identity.

Locust Point—The Original Port of Entry

Locust Point, a peninsula extending out from the center of Baltimore between the two branches of the Patapsco River, was originally known as Whetstone Point. In 1706, it became the first official port of entry. The peninsula and its industries have always been associated with ships and the sea. In addition to its commercial activities as a port, a number of other industries linked to ships and supplies also emerged there. One of the earliest of these was the Reeder Machine Works, which for over a hundred years was a leading manufacturer of marine engines.[32]

The major turning point for the rapid growth of the area, however, was the completion in 1849 of the B & O Railroad's Locust Point Marine Terminal. Locust Point became the gateway to the west. In 1868, the B & O Railroad and the North German Lloyd Steamship Company formed a steamship company, *The North American Steamship Company*, which linked Baltimore directly to Bremen in North Germany. Coal and wheat passed through the terminal at Locust Point destined for Northern Europe while thousands of European immigrants passed through the Locust Point Immigration Center bound for the western states of the U.S.[33]

By the turn of the century, the area was thriving with many new and diversified industries that reached into the local community for its supply of skilled and semi-skilled labor. Glass and pottery works, lumber yards, and the canning complex of oysters, fruit, labels, and fertilizer, all developed at a rapid pace. In spite of the growth of these new industries, however, the dynamic force in the entire area was still the port and its facilities, and the B & O Railroad with its terminal and acres of rail yards.

Settlement patterns on the peninsula consisted of a series of small communities along the Fort Avenue axis that extended from South Baltimore almost to Fort McHenry. Many of these were linked to specific industries along the shoreline while others clustered around the eastern side of Federal Hill. One of the earliest of these settlements was erected in 1855 by the Baltimore and Cuba Copper Smelting and Mining Company on the north side of Fort Avenue near Hull. Here the company erected a church and dwellings for its Welsh employees.[34]

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Residential stability has existed in Locust Point because the major employment base, the port facilities and the railroad terminal, have continued to operate on a large scale. The diversity and change among other industries over time in the area has allowed job flexibility in employment options without requiring residential moves by members of the local work force. Ethnic and family ties have played a part in community solidarity but only as partial contributors to the overall industrial linkage. The Irish have been identified with the railroad and the port, the Welsh with copper smelting, and the Poles with present-day stevedoring.[35] Some of these ethnic communities have disappeared completely or have been absorbed or replaced by others. Many family oriented industries like canning are gone. Yet, in spite of these changes, the residential persistence has remained relatively high. This suggests once again that employment ties to local industries have played a major role in forming strong community solidarity.

Orangeville-Highlandtown—Baltimore's Ethnic Haven

Orangeville-Highlandtown is an industrial community in East Baltimore that is today identified generally under the name Highlandtown, where most of the population resides. Orangeville now has become primarily an industrial park whose workers reside in Highlandtown, Canton, and adjacent areas.

Highlandtown emerged as a small industrial community in eastern Baltimore County around 1870, but it was not incorporated into Baltimore City until 1918. The area grew as a center for coal oil refineries, distilleries, breweries and slaughterhouses, "nine-tenths of which were driven out of the city because municipal ordinances defined them as obnoxious."[36] Much of this industrial development was fostered by the Canton Company, which since the 1850s had controlled most of the real estate in the region.

In 1880, the population of 644 people consisted of 128 households, most of whose heads were foreign born. One-fourth of these household heads were butchers of German birth who worked in the local slaughterhouses. Among them were the Schluderberg Brothers who established a meat packing plant, later to become Baltimore's largest under the trade name *Esskay*.[37]

After 1900, the community expanded rapidly as the Pennsylvania Railroad consolidated its facilities in East Baltimore and the Canton Company developed new industrial sites nearby. The entire area became an industrial suburb as factories sprang up on the perimeters and residential blocks emerged in the center. In 1912 alone, the company announced the sale of twelve blocks along Eastern Avenue for the construction of over six hundred houses which would "create the development of a new neighborhood and attract manufacturers."[38]

After World War I, the community became ethnically pluralistic as South and East Europeans merged with Germans and Irish along the Eastern Avenue corridor. With the important exception of the Greeks, the ethnic migration into Highlandtown for work in the local industries was selective and based on skills. The compact, self-sufficient community with its own schools, churches and services developed into an extraordinarily stable area.[39]

One of the major forces in making Highlandtown a stable community was the diversified economy of East Baltimore. The factories were nearby and, as economic conditions within them changed, workers remained flexible in job

changes without moving from their homes. Residential persistence, therefore, developed because of the existence of diversified industries on the periphery of a self-sufficient residential community.

Brooklyn-Curtis Bay—A New Industrial Suburb

The region known as Brooklyn-Curtis Bay is bounded on the north and east by the Patapsco River, on the south by Curtis Bay, and on the west by the city boundary. Today it is a combination of several nineteenth-century industrial villages; it is a growing, working-class, residential suburb. It is the only industrial community in Baltimore whose white population has increased over the last decade.[40] Its importance is its nuclei of nineteenth century industrial villages built around specific industries that have become the stable residential neighborhoods of today.

The community itself consists of five neighborhoods: Brooklyn, Curtis Bay, Fairfield, Wagner's Point (East Brooklyn), and Hawkins Point. The industrial development of the area began in the 1850s when the Patapsco Company was formed by Baltimore businessmen. Development was slow and did not move rapidly until 1878 when the State of Maryland purchased the Light Street Bridge and lifted the tolls. Soon thereafter, in 1882, the Baltimore and Ohio Railroad extended a line to Curtis Bay.[41]

During the last decade of the nineteenth century industry grew. The B & O built a large coal pier and other facilities in Curtis Bay that eventually became the largest coal facility in the world. The South Baltimore Car Wheel Company built machine shops along Curtis Avenue. The Baltimore Sugar Refinery was built to "clarify and refine crude sugar" and employed 1000 workers, most of whom lived in Curtis Bay.[42] Soon to follow were the smelting furnaces of the Monarch Engineering and Supply Company and the factories of the National Supply Company and the Ryan-McDonald Manufacturing Company. Finally, the labor-oriented canning and oyster packing firm of Martin Wagner rounded out the major sources of employment by the turn of the century.[43]

Although Brooklyn became the residential and commercial center for the overall community, each village still retained much of its own identity. Wagner's Point, a former company town, is the outgrowth of six rows of houses built almost 100 years ago by Martin Wagner to house the Polish workers in his cannery. Fairfield, today a village of blacks, expanded during the World Wars to house black workers in the nearby shipbuilding industry. Each was virtually a self-sustaining village, linked only indirectly to Brooklyn, the community hub.[44]

The community today is an outgrowth of World War II, when labor poured into the area to meet the needs of the expanding local war industries. The former open space between the industrial villages and factories has now been filled by new industries and new residential areas. Brooklyn-Curtis Bay is an example of an expanding industrial suburb anchored on nineteenth-century industrial villages.[45]

Conclusion

This paper has attempted to show that in Baltimore many of today's urban communities evolved from late nineteenth-century industrial villages :

satellite cities. Some of these have retained their same identity, with many of the same local industries and descendants of the original employees still residing there. Others have completely lost their identity with the nineteenth-century industrial village. Still others have changed slowly, and many of the original traditions and values have been retained. Many reasons can be given for these variations among the industrial communities. This paper has argued that these variations have been related directly to the requirements and attitudes of the major local industries. Success or failure of a community in many ways rested upon the success or failure of the local industry.

Examples have been used from eight Baltimore communities to support the argument. Only one, Oldtown, has totally changed since 1880 in terms of ethnic groups, types of local industries, and occupations of the local inhabitants. Its social structure began to change after 1880 because the local industries were small in number and scale. The scale and type of the industries limited their survival rates, while most of the skills and occupations of the inhabitants could be utilized in other parts of the city. The other seven communities changed very little during the period of this study. The results of a traffic survey in 1925 of 112,000 people who worked in Baltimore City revealed some very interesting residential patterns. Almost all of the people who worked in the industries in these communities lived in or adjacent to the community where they worked. In the textile community of Hampden-Woodberry, for instance, where the mill influence and paternalism were strongest, the residential concentration was of such density that almost all workers there appear to have lived very close to their place of work.[46] This survey suggests that local employment practices over a fifty year period made a direct impact upon the growth and form of each of these local residential communities.

These eight examples typify a process in urbanization that was common in most American cities. The nineteenth-century industrial village or satellite city became a nucleus for a future urban community. The attitudes, skill needs, and survival rates of the local industries appear to have made a strong impact upon the character, values, and stability rates of the surrounding residential communities. The concept of the link between industry and the urban community is important to urban studies both as an explanation of the past as well as an aid to understanding the present. Too many studies of the urban process have tended to generalize the stable, working-class neighborhoods as "homogeneous areas of poor and immobile households." A distinction needs to be drawn between the truly poor residential slum areas and the older, more stable communities of the working class, many of which have been preserved. Perhaps the over-fascination with residential mobility might be causing us to overlook some of the significant variations in the urban process that have taken place in Baltimore.

D. Randall Beirne
University of Baltimore

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NOTES

[1]Stuart Queen and Lewis Thomas, *The City—A Study of Urbanism in the United States* (New York: McGraw Hill, 1939), p. 274.

[2]Ibid., p. 279.

[3]David Brody, *Steelworkers in America* (Cambridge,Mass.: Harvard University Press, 1960), p. 112.

[4]Thomas J. Scharf, *The Chronicles of Baltimore* (Baltimore: Turnbull Brothers, 1873), p. 77.

[5]Bureau of Industrial Statistics, Maryland, *Annual Report* (Baltimore, 1896), p. 86.

[6]Compiled from the original manuscript schedules of Census of Population for 1880 and 1900.

[7]Ibid.

[8]Ibid.

[9]P. L. Polk and Co., *Baltimore City Directory for 1900* (Baltimore, 1900); *for 1910* (Baltimore, 1910); *for 1920* (Baltimore, 1920); *for 1930* (Baltimore, 1930); *for 1940* (Baltimore, 1940); *for 1950* (Baltimore, 1950).

[10]Baltimore *Evening Sun*, December 5, 1940.

[11]Ibid.

[12]Baltimore *Evening Sun*, March 31, 1941.

[13]P. L. Polk and Co., *Baltimore City Directories* for 1900 through 1930.

[14]Ibid.

[15]"Carr-Lowrey Glass Company Operates One of City's Outstanding Plants," *Baltimore Magazine* 33 (February 1940): 51.

[16]Johns Hopkins University Center for Urban Affairs, *Census Notes*, February 2, 1971, pp. 9-12.

[17]Canton Company of Baltimore, *Canton Days* (Baltimore, 1928), p. 4.

[18]Canton Company, *Annual Report Made to Stockholders at the Annual Meeting, May 31, 1872* (Baltimore, 1872), p. 15.

[19]Baltimore *Evening Sun*, June 19, 1940.

[20]Canton Company, *Annual Report, 1872*, p. 11.

[21]Baltimore *Sun*, September 3, 1976.

[22]Baltimore *Evening Sun*, December 5, 1940.

[23]"The History of the Bartlett and Hayward Company, 1832-1936," *Baltimore Magazine* 29 (April 1936): 22-26.

[24]Albert Sherman, "Study of a Neighborhood—Pigtown" (Unpublished Community Study, March 1966), pp. 1-6.

[25]Baltimore *News Post*, September 4, 1941.

[26]Sherman, "Study of a Neighborhood", pp. 10-11.

[27]James G. Bullock, Jr., *A Brief History of the Textile Manufacturing Mills along the Jones Falls* (Baltimore, 1970), p. 10.

[28]Elizabeth Otey, *The Cotton Mill Workers on Jones Falls* (Baltimore: Christian Social Justice Fund, 1924), p. 7; Baltimore Association of Commerce, "William E. Hooper & Sons Enter 140th Year," *Baltimore Magazine* 46 (October 1953): 7.

[29]Charles Hirschfeld, *Baltimore 1870-1900: Studies in Social History* (Baltimore: Johns Hopkins University Press, 1941), pp. 20-21.

[30]*The Baltimore County Union*, July 2, 1881; U. S. Bureau of the Census, *Tenth Census of the United States, 1880: Schedules of Manufacturers—Baltimore*, vol. 1, p. 728.

[31]Otey, *Cotton Mill Workers*, p. 18.

[32]Baltimore *Sun*, June 1, 1924.

[33]N. R. P. Bonsor, *North Atlantic Seaway* (London: Prescott, 1907), p. 168.

[34]Baltimore *Sun*, June 1, 1924.

[35]John W. Wood, *Baltimore City Directory for 1880*; P. L. Polk and Co., *Baltimore City Directories* for 1900 through 1930.

[36]Joseph L. Arnold, "Suburban Growth and Municipal Annexation, 1745-1919," *Maryland Historical Magazine* 73 (June 1978): 109-128.

[37]Compiled from the original manuscript schedules of Census of Population for 1880.

[38]Canton Company, *Annual Report Made to Stockholders at the Annual Meeting, May 31, 1912* (Baltimore, 1912), p. 9.

[39]Thomas Jacklin, "The History of Highlandtown" (Unpublished Paper written for the Baltimore Ethnic Neighborhood Heritage Project, November 1978), p. 16.

[40]Johns Hopkins University Center for Urban Affairs, *Census Notes*, February 2, 1971, pp. 9-12.

[41]Baltimore *Sun*, January 8, 1933.

[42]Ibid.

[43]Citizens Planning and Housing Association, *Beyond the White Marble Steps* (Baltimore, 1976), pp. 70-72.

[44]Baltimore *Evening Sun*, June 14, 1979.

[45]Citizens Planning and Housing Association, *Beyond the White Marble Steps*, p. 25.

[46]Baltimore City, *Report of the Traffic Survey Commission, 1926* (Baltimore, 1926), Plate 8.

Activity No.: 8.VI.C.2

Title: Growth of Maryland - Industrialization, The Clifton Factory

Recommended Time: 1 class

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 5.3.8.1	flour mill technology wheat	1. Listen when others speak. 2. Identify from an oral presentation a sequence of events. 3. Select from an oral presentation those events that are most important. 4. Distinguish between fact and opinion in oral presentation.

Content Outline Covered by Activity:

VI. Development of Maryland After the Civil War
  C. Growth of Maryland
    1. Industrialization
      b. Clifton Factory (Cecil's Mill) at Great Mills

Activity:

Field trip to Cecil's Mill at Great Mills, Maryland. Contact person to set up field trip: Kathy Fowler - Publicity Chairperson, 301-373-8531. Friday is best day for field trips.

Purpose: Hands-on experience with flour milling and technology of the time period.

Materials:

Adaptation for Other Levels:

Activity No.: 8.VI.C.3

Title: Transportation Developments in Maryland

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.5.8.1	national roads railroads steamships street cars transportation	1. Locate places being studied on maps. 2. Trace routes of travel. 3. Use small objects to represent large ones. 4. Use specialized maps. 5. Consult two or more maps to gather information about the same area. 6. Determine routes of travel appropriate for different means of transportation.

Content Outline Covered by Activity:

VI. Development of Maryland After the Civil War
  C. Growth of Maryland
    2. Transportation

Activity:
Textbook, My Maryland, reading pages 312-319.

Supplemental sources: 1). Historic Canton,
2). This Was Chesapeake Bay

Students will complete a map by locating the areas of use of the types of transportation appearing between 1865-1900 within the state of Maryland. A legend would be devised for identification purposes. The teacher would have to provide materials for the students to use for this activity.

Materials:

Kaessmann, Beta. My Maryland. Maryland Historical Society, 1955.
Rukert, Norman G. Historic Canton. Bodine and Associates, Inc., 1978.
Burgess, Robert H. This Was Chesapeake Bay. Cornell Maritime Press, 1963.

Adaptation for Other Levels:

Activity No.: 8.VI.C.4

Recommended Time: 1 class

Title: Oyster Industry in Maryland

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.1.8.1 2. 2.7.8.1 3. 5.3.8.1	oystering seafood industry watermen	1. Use materials as a source of information. 2. Interpret materials by applying related information and draw conclusions based on all available information. 3. Determine length of time between dates. 4. Analyze and interpret the relations shown on a graph. 5. Construct a graph.

Content Outline Covered by Activity:

VI. Development of Maryland After the Civil War
  C. Growth of Maryland
    3. Economic
      a. Development of Seafood Industry on the Chesapeake Bay

Activity:

Textbook, My Maryland, reading assignment: pages 384-387.

Supplemental sources: 1). The Oyster Wars of the Chesapeake Bay, page 137.
2). Your Maryland, pages 365-368.

Students will draw a graph showing oyster production in Maryland between 1839 and 1910. Use facts on page 137, The Oyster Wars of the Chesapeake Bay.

Students should recognize trends in production, peak years, and search to understand the factors that affected the figures.

Materials:

Kaessmann, Beta. My Maryland. Maryland Historical Society, 1955.
Rollo, Vera F. Your Maryland. Maryland Historical Press, 1976.
Wennersten, John R. The Oyster Wars of the Chesapeake Bay. Tidewater Publishers, 1981.

Adaptation for Other Levels:

Appendix II

OUTPUT OF MARYLAND OYSTERS, 1839-1910 (in bushels)

Year	*Amount*
1839	710,000
1850	1,350,000
1856	2,610,000
1858	3,500,000
1865	4,879,000
1869	9,233,000
1874	14,000,000
1884	15,000,000
1889	9,945,000
1897	7,254,000
1904	4,500,000
1910	3,500,000

Source: Caswell Grave, *History of the Oyster in Maryland*, (Baltimore: 1912).

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Activity No.: 8.VII.A.1

Title: Maryland Before World War I

Recommended Time: 45 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.2.8.1	Progressives reform	1. Read to find answers to questions. 2. Use picture clues.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
A. Maryland Before World War I

Activity:

Using the article from An Illustrated History of Baltimore, have the students read about the Baltimore fire. Have them explain what happened and discuss both the negative and positive results of the fire.

Students might also read in the text My Maryland, pages 330-334.

Materials:

Kaessmann, Beta. My Maryland. Maryland Historical Press, 1955.
Greene, Suzanne E. An Illustrated History of Baltimore. Windsor Publications, Inc., 1980.

Adaptation for Other Levels:

Activity No.: 8.VII.B.1

Recommended Time: 45 mins.

Title: World War I

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 4.4.8.1	armed forces World War I	1. Read to find answers to questions.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
B. World War I

Activity:

Have the students read the text My Maryland, pages 335 to 340. Have the students find the answers to the following questions:

1. What happened as a result of the large number of German immigrants living in Baltimore?
2. Why did this occur?
3. Explain the part the following units played in World War I:
   a. 29th Division
   b. 177th Mortar Battery
   c. 313th Regiment

Materials:

Kaessmann, Beta. My Maryland. Maryland Historical Press, 1955.

Adaptation for Other Levels:

Activity No.: 8.VII.C.1

Recommended Time: 45 mins.

Title: Between the Wars - Depression

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 4.5.8.1	agriculture manufacturing technology	1. Listen when others speak. 2. Identify from an oral presentation a sequence of events or ideas.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
  C. Between the Wars
    3. Depression

Activity:

Assign as a reading assignment pages 347 and 348 in the text My Maryland, discuss the answer to question 3 on page 348. As an extra credit assignment, have the students interview a grandparent, older relative or neighbor on what it was like to live through the depression. Discuss the living conditions and the hardships of the time.

Materials:

Kaessmann, Beta. My Maryland. Maryland Historical Society, 1955.

Adaptation for Other Levels:

Activity No.: 8.VII.D.1

Title: World War II

Recommended Time:

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.1.8.3 2. 2.3.8.4 3. 2.7.8.1 4. 2.7.8.3 5. 3.4.8.1 6. 5.3.8.1	Fort Meade Patuxent Naval Air Test Center	1. Read to find answers to questions.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
  D. World War II
    1. Patuxent River and Other Bases
    4. Maryland Units with the War

Activity:

Using the text, My Maryland, page 349, identify the following terms:

1. 29th Infantry
2. Blue Gray Division
3. hospital units
4. Ricketts, Sheridan, Jachman, Wiedorfer
5. Fort Meade
6. Brookmont
7. Patuxent Naval Air Test Center
8. Naval Powder Factory
9. farming

Discuss the significance of each with regard to World War II. Focus on the Patuxent Naval Air Test Center and discuss the far reaching effects its location had on St. Mary's County.

Materials:

Kaessmann, Beta. My Maryland. Maryland Historical Press, 1955.

Adaptation for Other Levels:

Activity No.: 8.VII.E.1

Recommended Time: 45 mins.

Title: Farming in Maryland

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 5.3.8.1	Central Maryland Eastern Shore land use Southern Maryland Western Maryland	1. Use specialized maps. 2. Interpret map symbols and legends.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
- E. Maryland Today
  - 1. Economic Conditions
    - a. Eastern Shore of Maryland
      - (1) Farming
    - b. Southern Maryland
      - (1) Farming
    - c. Central Maryland
      - (1) Farming

Activity:

Students will use the attached map of Proportion of Land Area in Farms, by County, Regional Studies, to answer the following:

1. Create four lists of counties classifying them according to the amount of land used for farms. Example: 25.5%-39.9% farm land -- Alleghany County, Baltimore County, Anne Arundel County, Prince George's County, Somerset County.
2. Classify the regions of Maryland according to land use in farms, Eastern Shore, Southern Maryland, and Central Maryland.

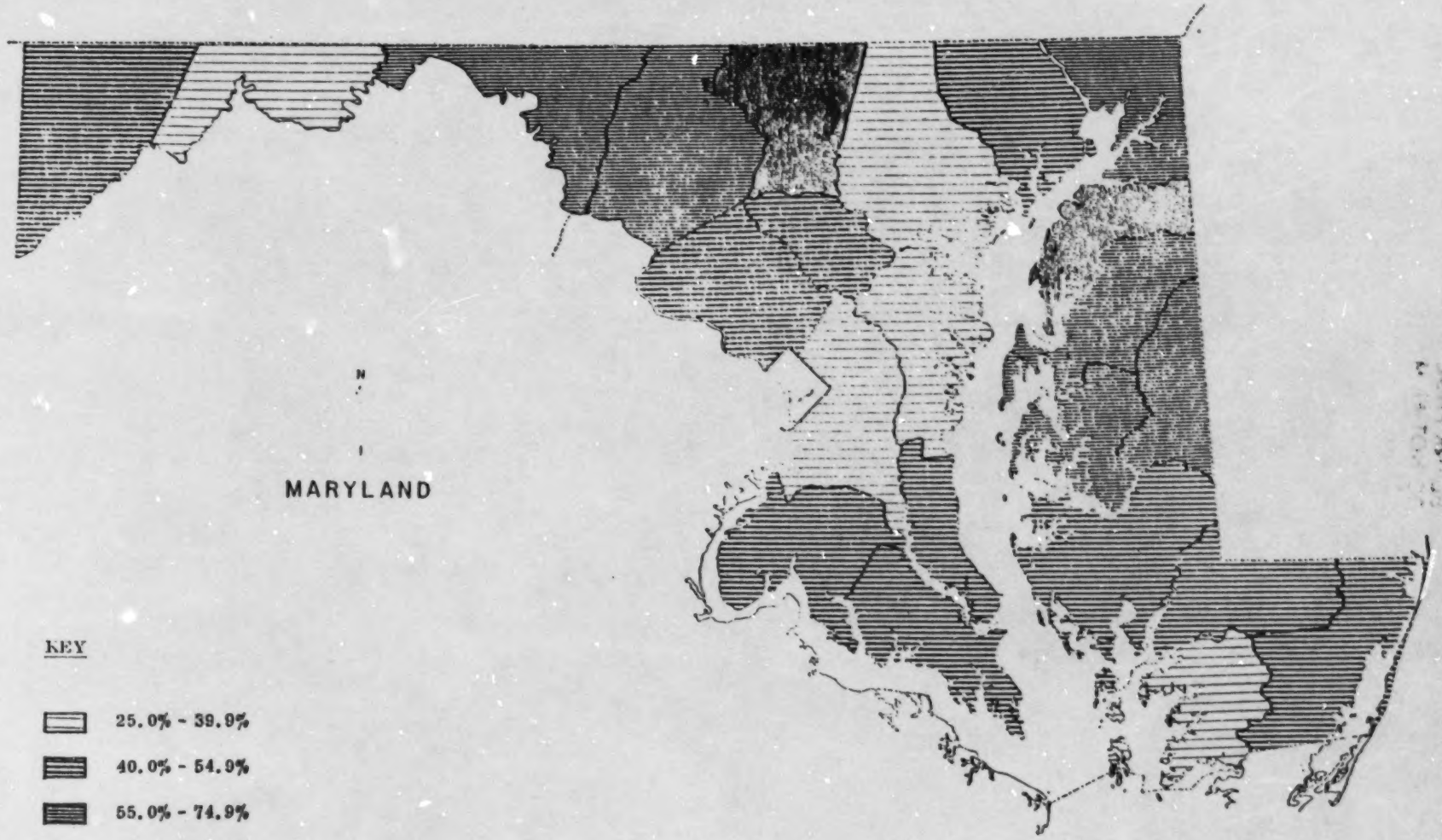
Through completing this activity the students should realize total land use in farming according to region.

Materials:

Map, "Proportion of Land Area in Farms, by County."

Adaptation for Other Levels:

PROPORTION OF LAND AREA IN FARMS, BY COUNTY



Activity No.: 8.VII.E.2

Title: Eastern Shore

Recommended Time: 80 mins.

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 2.7.8.3 3. 3.3.8.1 4. 3.4.8.1 5. 5.1.8.1 6. 5.6.8.1 7. 5.6.8.2	farming markets resources seafood industry skipjack truck farming	1. Locate the Eastern Shore region of Maryland on a map of Maryland. 2. Assimilate information from visual material.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
  E. Maryland Today
    1. Economic Conditions - Eastern Shore

Activity:

ITV videotape presentation Here and There in Maryland: Field Trips. Include Assateague Island, St. Mary's County #334; Wye Oak, Wye Church and Wye Mill, St. Mary's County #339; and Black Water National Wild Life Refuge, St. Mary's County #340. Tapes 10 minutes each. See attached guide for student activities.

ITV videotape presentation Maryland...The Eastern Shore. St. Mary's County catalogue #236. Tape 20 minutes. See attached guide for student activities.

Materials:

Maryland ITV videotapes Assateague Island; Wye Oak, Wye Church, and Wye Mill; and Black Water National Wildlife Refuge from series Here and There in Maryland: Field Trips.

(Over)

Adaptation for Other Levels:

Materials - Continued

Maryland ITV videotapes, The Eastern Shore from series Maryland, . . .

Activity No.: 8.VII.E.3

Recommended Time: 45 mins.

Title: Southern Maryland

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 2.7.8.3 3. 5.1.8.1 4. 5.6.8.1 5. 5.6.8.2	Amish farming markets seafood industry tobacco industry waterman	1. Locate Southern Maryland on map of Maryland. 2. Assimilate information from visual material.

Content Outline Covered by Activity:

VII. Maryland in the 20th Century
  E. Maryland Today
    1. Economic Conditions - Southern Maryland

Activity:

ITV videotape presentation Maryland...The Southern Region. St. Mary's County catalogue #337. Tape 20 minutes. See attached guide for student activities.

Materials:

Maryland ITV videotape Maryland...The Southern Region.

Adaptation for Other Levels:

Activity No.: 8.VII. E.4

Title: Central Maryland

Recommended Time: 3 classes

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1 2. 5.6.8.1 3. 5.6.8.2	farming federal installations manufacturing markets planned communities resources	1. Locate the central region of Maryland on a map of Maryland. 2. Assimilate information from visual material.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
  E. Maryland Today
    1. Economic Conditions
      c. Central Maryland

Activity:

ITV videotape presentation Maryland . . . The Central Region. St. Mary's County catalogue #238. Tape 20 minutes. See attached guide for student activities.

ITV videotape presentations Here and There in Maryland: Field Trips:
Lexington Market, St. Mary's catalogue #329
Baltimore-Washington International Airport, St. Mary's catalogue #330
Maryland Science Center, St. Mary's catalogue #332
Baltimore and Ohio Railroad Museum, St. Mary's catalogue #333
Carroll County Farm Museum, St. Mary's catalogue #336
NASA Goddard Space Flight Center, St. Mary's catalogue #335
The Johns Hopkins Hospital, St. Mary's catalogue #342
Baltimore Museum of Art, St. Mary's catalogue #343
National Aquarium in Baltimore, St. Mary's catalogue #600.
Tapes 10 minutes each. See attached guides for student activities.

Materials:

Maryland ITV videotape Maryland . . . The Central Region.
Maryland ITV videotapes from Here and There in Maryland: Field Trips. (See above.)

Adaptation for Other Levels:

Activity No.: 8.VII.E.5

Recommended Time: 60 min.

Title: Western Maryland

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1 2. 5.6.8.1 3. 5.6.8.2	farming manufacturing markets mining resources	1. Assimilate information from visual material. 2. Locate Western Maryland on map of Maryland.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
E. Maryland Today
1. Economic Conditions - Western Maryland

Activity:

ITV videotape presentation Here and There in Maryland: Field Trips, Fort Frederick State Park and Antietam National Battlefield. St. Mary's County catalogue #331 and #338 respectively. Tapes 10 minutes each. See attached guide for student activities.

ITV videotape presentation Maryland...Western Maryland. St. Mary's County catalogue #239. Tape 20 minutes. See attached guide for student activities.

Materials:

Maryland ITV videotapes, Fort Frederick State Park and Antietam National Battlefield from Here and There in Maryland: Field Trips. Maryland ITV videotape Western Maryland from Maryland...

Adaptation for Other Levels:

Activity No.: 8.VII.E.6

Recommended Time: 45 mins.

Title: Shipping in Maryland

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 4.5.8.2 2. 4.5.8.1 3. 5.5.8.1	cargo manufacturing market port of entry shipping	1. Listen when others speak. 2. Use picture clues. 3. Locate places being studied on maps. 4. Listen and observe with a purpose and report accurately.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
  E. Maryland Today
    1. Economic Conditions
      c. Central Maryland
        (5) Shipping

Activity:

Preparation: Show photograph or slide of Inner Harbor. Have students discuss what they see and what it suggests about Baltimore. Locate Baltimore on a map.

Filmstrip, Maritime Baltimore. Maryland Historical Society, 1972.

Follow-up:
1. Field trip to the Maritime Museum of the Maryland Historical Society.
2. Discuss significance of Baltimore Port
3. Have students follow-up with research on topics that interested them - i.e., Baltimore Clipper industries in Baltimore, statistics on shipping in Baltimore, cargo handled in Baltimore.

Materials:

Filmstrip, Maritime Baltimore, Maryland Historical Society, 1972.

Adaptation for Other Levels:

Activity No.: 8.VII.E.7

Title: Regions of Maryland Today

Recommended Time: 2 classes

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.2 2. 5.5.8.1	commuter regions resources	1. Read to find answers.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
E. Maryland Today

Activity:

Using the material from Maryland: Its Past and Present, have students read about each region of Maryland, complete the assignments at the end of each region and discuss key issues with students as appropriate.

Materials:

Wilson, Richard. Maryland: Its Past and Present. Maryland Historical Press, 1981.

Adaptation for Other Levels:

Activity No.: 8.VII.E.7

Title: Regions of Maryland Today

Recommended Time: 2 classes

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.2 2. 5.5.8.1	commuter regions resources	1. Read to find answers.

Content Outline Covered by Activity:

VII. Maryland in the Twentieth Century
E. Maryland Today

Activity:

Using the material from Maryland: Its Past and Present, have students read about each region of Maryland, complete the assignments at the end of each region and discuss key issues with students as appropriate.

Materials:

Wilson, Richard. Maryland: Its Past and Present. Maryland Historical Press, 1981.

Adaptation for Other Levels:

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Hughes, Wayne. The Economy of Maryland. Council on Economic Education in Maryland.

Filmstrips (continued)

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Living in Cecil County. Maryland State Department of Education, 1955.

Living in Charles County, Maryland. Maryland State Department of Education, 1955.

Living in Garrett County. Maryland State Department of Education, 1955.

Living in Harford County. Maryland State Department of Education, 1955.

Living in Queen Anne's County. Maryland State Department of Education, 1955.

Living in St. Mary's County, Maryland. Maryland State Department of Education, 1955.

Lord Baltimore, Founder of Maryland. Teaching Resources, 1971.

Making Maple Sugar in Garrett County. Maryland State Department of Education, 1955.

Maritime Baltimore. Maryland Historical Society, 1972.

Maryland: America in Miniature, Part I. Board of Education of Prince George's County.

Maryland: A Regional Study. Enjoy Communicating, 1981.

Maryland Blacks - A History. Silvester G. Watkins, 1977.

Maryland Coast to Crests. Maryland Academy of Sciences.

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Maryland During the Revolutionary War. Joseph Mealey, 1971.

Maryland During the Twentieth Century. Joseph Mealey.

Maryland: Early Colonization. Joseph Mealey, 1971.

Maryland Industrial Growth. Joseph Mealey, 1976.

Maryland: Introduction. Filmkare Products.

Maryland: Introduction to Geography. Joseph Mealey, 1970.

Maryland: Land of the Calverts. Joseph Mealey, 1977.

Maryland State and Local Government. Joseph Mealey, 1971.

Filmstrips (continued)

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Ocean City, Worcester County, Maryland. Maryland State Department of Education, 1955.

Other English Settlements. Eye Gate, 1965.

Other Southern Colonies, The. Curriculum Filmstrips, 1951.

Oystering in Calvert County. Maryland State Department of Education, 1955.

Packing and Shipping Tobacco in Prince George's County. Maryland State Department of Education, 1955.

Patapsco: A River in Peril, The. Free State Media, 1970.

Peary and Hensen. ERC Allyn and Bacon, 1975.

Piscataway Indians. Enjoy Communicating, 1978.

Port of Baltimore. Free State Media, 1970.

Railroads, The. Enjoy Communicating, 1981.

Raising Broilers in Caroline County. Maryland State Department of Education, 1955.

Raising Strawberries in Wicomico County. Maryland State Department of Education, 1955.

Raising Tobacco in Charles County. Maryland State Department of Education, 1955.

St. Mary's City. Free State Media, 1970.

South Begins, The. McGraw-Hill, 1952.

Southern Colonies, The. Encyclopedia Britannica, 1952.

Star-Spangled Banner. Bowmar, 1966.

Tomato Industry in Queen Anne's County. Maryland State Department of Education, 1955.

Tour of the Maryland State Capitol, A. RMI Educational Filmstrip.

Transportation in Allegany County, Maryland. Maryland State Department of Education, 1955.

Trip to St. Mary's City, A. Free State Media, 1970.

Filmstrips (continued)

United States Naval Academy. Enjoy Communicating.

Watermen and Lighthouses. Enjoy Communicating, 1981.

Western Shore Piedmont and Mountain Region. Joseph Mealey, 1971.

Where East and South Meet. SVE, 1960.

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Commercial Fish. Maryland Board of Natural Resources.

Living in Baltimore City, Maryland. Maryland State Department of Education.

Maryland Wild Flowers. Maryland Board of Natural Resources.

Schultz, Constance B. The History of Maryland Slide Collection. Instructional Resources Corporation, 1980.

Seeing Maryland. Maryland State Department of Education, 1966.

Transparencies

Donnelly, D.D. and H.M. Martin. Environmental Study Guide. University of Maryland Extension Service, 1971.

An Introduction to Maryland. American Graphics, 1970.

Introduction to Southern Maryland. American Graphics, 1970.

Transparencies for Maryland Geography and History. American Graphics, 1970.

Picture Sets

Color Prints of Maryland. Department of Economic and Community Development.

Maryland Pictorial Collection. Maryland State Department of Education.

Mid-American Panorama and Land Form Study Prints. Nystrom.

Kits

Agriculture in Maryland - A Resource Kit. Maryland State Department of Agriculture, 1980.

Keep Maryland Beautiful. Maryland State Department of Education.

Maryland Edu-Actional Map System. Joseph Mealey, 1971.

Maryland: The Old Line State. International Graphic, 1978.

Atlases

American Heritage Pictorial Atlas of United States History, The. American Heritage, 1966.

Lippson, Alice J., ed. The Chesapeake Bay in Maryland: An Atlas of Natural Resources. The Johns Hopkins University Press, 1973.

Papenfuse, Edward C. and Joseph M. Coale, III. The Hammond-Harwood House Atlas of Historical Maps of Maryland, 1608-1908. The Johns Hopkins University Press, 1982.

Thompson, Derek, et al. Atlas of Maryland. University of Maryland, 1977.

APPENDIXES

Activity No.: Appendix I

Title: The History of Maryland Slide Collection

Recommended Time: Varies

Grade Level Objectives:	Vocabulary:	Skills Objectives:
		1. Draw inferences and make generalizations from evidence. 2. Draw conclusions based on all available information. 3. Use picture clues. 4. Relate the past to present.

Content Outline Covered by Activity:

Refer to outline section for content

Activity:

Using The History of Maryland Slide Collection by Instructional Resources Corporation, present the appropriate slide or slides using one of the following activities:

1. After showing a slide have the students:
   a. Explain what they see in the slide.
   b. List or describe as many things as they observe in the picture (clothes, buildings, signs, background, etc.).
   c. Compare or contrast the scene with modern days.
   d. Guess date and location of scene.
2. Show the slide to a student or group of students, read the caption from the manual and have them do a report to present to the class.
3. Show the slide and read the caption from the manual and discuss or use as a springboard for further study.

Materials:

Adaptation for Other Levels:

Appendix I

The History of Maryland Slide Collection

Place in Content Outline*	Slide Number
8.1.B.2.	17 to 21
8.II.A.1.	158, 159
8.II.A.3.	8 to 11
8.II.B.1.	1, 2, 22 to 31
8.II.B.2.a.	247
8.II.B.2.b.	50
8.II.B.5.	32
8.II.B.6.e.	34
8.II.C.1.	424
8.III.A.1.	160, 161
8.III.A.2.	42, 43
8.III.A.3.a.	35, 36, 38, 39, 40
8.III.A.3.b.	41, 33
8.III.A.3.c.	47, 48, 49
8.III.B.1.a.	53 to 56
8.III.B.1.b.	57
8.III.B.1.c.	58
8.III.B.2.a.	62, 63, 64
8.III.B.2.c.	44, 45, 59, 147
8.III.B.3.a.	162 to 167, 217, 232
8.IV.A.2.	75, 77, 80
8.IV.A.3.	145, 146
8.IV.B.2.	147, 197, 464, 68, 69, 70
8.IV.B.3.	147
8.IV.B.4.	67, 173
8.IV.C.1.a.	278, 307 to 314
8.IV.C.1.b.	270 to 277, 279, 280
8.IV.C.1.d.	170, 290 to 300, 302 303
8.IV.C.2.	433 to 444, 450 to 456
8.IV.C.2.a.	248, 282 to 287
8.IV.C.2.b.	249 to 255, 265
8.IV.C.3.	81
8.V.A.2.	51, 52, 243
8.V.B.1.	83, 84, 205
8.V.B.4.	224
8.V.C.	85, 89, 90, 101
8.V.C.1.	88
8.V.C.2.	87
8.V.C.3.	269, 91 to 100
8.V.C.5.c.	103, 104, 105
8.VI.A.1.	66
8.VI.A.2.	106, 108
8.VI.B.1.	174, 175, 176
8.VI.B.2.	190
8.VI.B.5.	229
8.VI.B.7.	148
8.VI.B.8.	188
8.VI.C.1.	392 to 401, 109
8.VI.C.2.	281, 324 to 335
8.VI.C.3.	256 to 262, 363 to 390, 342 to 362
8.VII.A.1.	112 to 116
8.VII.A.2.	533, 534 537 to 540 544 to 549, 560 to 568, 572 to 589, 121 to 123, 130 to 132, 128 to 129
8.VII.B.	117 to 120
8.VII.C.	204, 124, 125, 126, 127
8.VII.D.	133 to 138
8.VII.E.1.	420 to 422,339, 264, 401 to 404
8.VII.E.2.	139, 143, 203, 509 to 520, 321 to 323
8.VII.E.3.	140, 141 142, 144, 201

*Some slides may be used in more than one place; also some slides may not be chronologically correct but still may be relevant to the content outline.

Appendix II

FIELD TRIPS

Valuable education field trips are available in all communities. The following list, although not comprehensive, contains places which may be most educationally rewarding to a class. Several sites listed may not be important enough by themselves to visit but are close to other sites which may be visited on the same trip and in this combination be valuable. The creative educator will relate these visits to many areas of the curriculum.

Suggested preparation for the trip:

1. Setting up objectives.
2. Selecting the places.
3. Making the appointments with the site organizations.
4. Making and distributing permission slips to parents. (Some schools have a standard form.)
5. Determining total cost of trip (bus, lunch, admissions) and determining how to raise money for it. (Some school systems do not allow fund raising for trips. Check with your principal ahead of time.)
6. Visiting the site yourself and talking with manager or person in charge.
7. Developing list of things to see or do on trip.
8. Determining before hand how to evaluate trip and make students aware of your decisions.
9. Making lunch arrangements.
10. Working with class to establish behavior standards for trip.
11. Writing class thank-you letters to individuals that help organize or guide trip.
12. With groups larger than thirty, arranging for additional adult supervision (parents or other school personnel). (Try to limit groups to fewer than sixty as many of the sites do not lend themselves to larger groups.)

By following these suggestions you can assure your students of having a meaningful educational experience and assure yourself peace of mind. Planned field trips work; unplanned ones make it rough on everyone.

This is a list of potential field trips in Maryland, all with some form of tour assistance, available to the classroom teacher.

Energy Related

- Conowingo Hydroelectric Power Plant
  Susquehanna Electric Company
  Conowing, Maryland 21918
  Phone: 1-457-4161

- Potomac Electric Power Company
  Morgantown, Dickerson, Chalk Point
  Fossil Fuel Power Plants
  Department of Educational Services
  Phone: 202-872-3570

- Southern Maryland Electric Co-op, Inc.
  Department of Education Services
  Phone: 1-274-3111

- Baltimore Gas and Electric Company
  Calvert Cliffs Nuclear Power Plant
  Lusby, Maryland (Calvert County) 20657
  Phone: 1-269-4673 or 1-234-7347

Government Related

- St. Mary's County Governmental Center
  Contact: Mr. Ed Cox, County Administrator
  Leonardtown, Maryland 20650
  Phone: 475-5621

- St. Mary's County Courthouse - Courtroom, Wills Office, Assessor's Office, Land Records Office
  Contact: Paul Raley or Mary Bell
  St. Mary's County Governmental Center
  Leonardtown, Maryland 20650
  Phone: 475-5621, Ext. 448

- Maryland State House - General Assembly and Walking Tour of Annapolis
  Contact: Tour Department - Tours and Literature
  Annapolis, Maryland 21401
  Phone: 1-800-492-7126

- Maryland State Police Barracks - Barracks T
  Contact: Crime Prevention Officer or Duty Officer
  Leonardtown, Maryland 20650
  Phone: 475-8955

- Maryland State Police Academy - Academy, Crime Lab, Communications, Firing Range
  Public Information Office
  State Police Headquarters
  1201 Reisterstown Road
  Pikesville, Maryland 21208
  Phone: 1-486-3101

Military Related

- Patuxent Naval Air Test Center
  Contact: Public Affairs
  Lexington Park, Maryland 20670
  Phone: 863-3741

- Aberdeen Proving Grounds
  Contact: Public Affairs Office
  Aberdeen, Maryland 21005
  Phone: 1-278-5201

- Andrews Air Force Base
  Contact: Public Affairs Office
  Camp Springs, Maryland 20031
  Phone: 1-981-4511

Environment/Water Related

- Maryland Science Center
  Harbor Place
  Baltimore, Maryland 21230
  Phone: 1-685-2370

- Baltimore Aquarium
  Harbor Place
  Baltimore, Maryland 21230
  Phone: 1-576-3800

- Calvert Marine Museum
  Solomons, Maryland 20688
  Phone: 1-326-3719

- Pine Hill Run Sewage Treatment Plant
  Lexington Park, Maryland 20653
  Phone: 862-2767

- St. Clement's Shore Treatment Plant (Land Application)
  St. Clement's Shore, Maryland
  Phone: 475-5368

- Blue Plains Sewage Treatment Plant
  D.C. Division of Environmental Services
  Phone: 1-767-7641 or 1-767-7651

- Washington Suburban Sanitary Commission
  Brighton Dam
  Tridelphia Reservoir
  Rocky Gorge Reservoir
  Phone: 1-774-9124

- Chesapeake Bay Hydraulic Model
  Baltimore District of Army Corps of Engineers
  Phone: 1-962-4616

Environment/Water Related (cont'd.)

- Cove Point Lighthouse
  Cove Point, Maryland
  Phone: 1-326-3264

- Chesapeake Bay Marine Biological Laboratory
  Solomons, Maryland 20688
  Phone: 1-326-4281

- Department of Natural Resources
  Mechanicsville Office
  Phone: 884-5977

- Tangier Island
  Tangier Island Cruises
  Captain R. Thomas
  Crisfield, Maryland 21663
  Phone: 1-745-2916

- Chesapeake Bay Maritime Museum
  St. Michaels, Maryland 21663
  Phone: 1-745-2916

- Blackwater National Wildlife Refuge
  c/o Refuge Manager
  Rt. 1, Box 121
  Cambridge, Maryland 21613
  Phone: 1-288-2677

- Green Ridge State Forest
  Flintstone, Maryland 21530
  Phone: 1-478-2991

- Swallow Falls State Forest
  Oakland, Maryland 21550
  Phone: 1-334-9180

- Assateague Island National Seashore
  Rt. 2, Box 294
  Berlin, Maryland 21811
  Phone: 1-641-1441

- Cunningham Falls State Park
  Thurmont, Maryland 21788
  Phone: 1-271-7574

- Calvert Cliffs State Park
  Lusby, Maryland 20657
  Phone: 1-888-1622

Industry Related

- McCormick Company
  Light Street
  Baltimore, Maryland 21230
  Phone: 1-547-6000

- Bethlehem Steel Corporation
  1 N. Charles Street
  Baltimore, Maryland 21218
  Phone: 1-685-5700

- Maryland Shipbuilding and Drydock Company
  P.O. Box 537
  Baltimore, Maryland 21203
  Phone: 1-355-0500

- Mack Truck Inc.
  1999 Pennsylvania Avenue
  Hagerstown, Maryland 21740
  Phone: 1-824-5400

- Kelly Springfield Tire Company
  Cumberland, Maryland 21502
  Phone: 1-777-6000

- East Alco Aluminum Company
  Public Relations Department
  Frederick, Maryland 21701
  Phone: 1-662-6101, Ext. 219

History Related

- Point Lookout State Park
  Contact: Park Manager
  Scotland, Maryland 20687
  Phone: 1-872-5688

- Harper's Ferry
  Harper's Ferry, West Virginia
  Phone: 304-535-6371

- St. Mary's City
  St. Mary's City, Maryland
  Phone: 994-0779 or 994-1614

- St. Clement's Island/Potomac Museum
  Colton's Point, Maryland 20626
  Phone: 769-2222

- Fort Frederick
  P.O. Box 1
  Big Pool, Maryland 21711
  Phone: 1-842-2155

History Related (cont'd.)

- Antietam National Battlefield
  Sharpsburg, Maryland 21782
  Phone: 1-432-5124

- Wye Oak, Wye Church, Wye Mills
  Wye Oak State Park
  Wye Mills, Maryland 21679
  Phone: 1-758-1537

- Port Tobacco
  Reconstructed court house and site of archaeological dig -
  Port Tobacco was abandoned as a political and economic center because of environmental, political and economic changes.
  Colonial plantations are in the area: Mulberry Grove, Rose Hill, and Ellerslie.

- Smallwood's Retreat
  Smallwood State Park
  P.O. Box 25
  Rison, Maryland 20681
  Phone: 1-743-7613
  Open daily from 10 A.M. to 6 P.M. Reconstructed and refurnished colonial home of General William Smallwood.

- St. Francis Xavier Church and Newtown Manor House
  Rt. 243 south of Compton
  A site which has been a center of activity from the Roman Catholic Church since the 1640's when the Jesuits established a mission there. The church is still in use and is open to the public.

- Tudor Hall
  Leonardtown, Maryland 20650
  Home of Revolutionary War activists, Abraham Barnes and his son, Richard Barnes. Now in use as a public library. Open 10 A.M. to 6 P.M., Monday and Wednesday; 10 A.M. to 8 P.M., Tuesday and Thursday; and from 10 A.M to 5 P.M., Friday and Saturday.

- Sotterley Mansion
  Three miles east of Rt. 235
  Hollywood, Maryland 20636
  The house was occupied by the Plater family from 1730 to 1822.
  The house is now owned by the Sotterley Mansion Foundation, Incorporated.
  The house is part of a working plantation and is maintained as a museum.
  It is open to the public daily from June through September, 11 A.M. to 6 P.M., and in the months of April, May, October and November by appointment.
  Phone: 373-3380

- Hammond-Harwood House
  19 Maryland Avenue
  Annapolis, Maryland 21401
  Designed by famous colonial architect, William Buckland, the mansion is considered one of the finest examples of Georgian architecture.
  It is operated as a museum and is open to the public Tuesday through Saturday from 10 A.M. to 4 P.M.

History Related (cont'd.)

- Case-Lloyd House
  22 Maryland Avenue
  Annapolis, Maryland 21401
  Built by Samuel Chase, a signer of the Declaration of Independence. The house dates from 1709. The house is open to the public through Historic Annapolis, Inc., for guided walking tours. Call 267-7610.

- William Paca House and Garden
  186 Prince George Street
  Annapolis, Maryland 21401
  Visitor information center is located at 1 Marton Street.
  Begun in 1765, this was the home of William Paca, a signer of the Declaration of Independence. The house is a fine part-Georgian mansion. The house is being restored and the formal garden is open daily.

- Shiplap House
  18 Pinckney Street
  Annapolis, Maryland 21401
  Built around 1720 to serve the ferry trade to the Eastern Shore. Headquarters of Historic Annapolis, Inc., it is open to the public Monday-Friday from 9 A.M. to 5 P.M.

- Middleton Tavern
  2 Market Space
  Annapolis, Maryland 21401
  Dating from 1750 it has been restored and is now in use as a restaurant. You may want to arrange to take students there for lunch. Make arrangements ahead of time.

- John Paul Jones' Crypt
  U.S. Naval Academy Chapel
  Annapolis, Maryland 21401

- Fort McHenry
  Baltimore, Maryland 21201
  Film of the importance of the fort and guided tour of the buildings.
  Daily 10 A.M. to 5 P.M.

- Flag House
  Home of Mary Pickersgill who made the flag which inspired the National Anthem. Open Tuesday-Saturday, 10 A.M. to 4 P.M.

- Baltimore and Ohio Railroad Museum
  Historical dioramas, models, and locomotives from 1829 to present.
  Open Wednesday through Sunday, 10 A.M. to 4 P.M.

- Baltimore Streetcar Museum
  1901 Fall Road
  Baltimore, Maryland 21211
  A collection of street cars showing the evolution from 1800 to 1963.

- "U.S. Frigate Constellation"
  Baltimore Harbor
  Baltimore, Maryland 21211
  Oldest surviving ship of U.S. Navy dates from Revolutionary War.
  Students may go through ship in about one-half hour.

History Related (cont'd.)

- Peale Museum
  225 Holiday Street
  Baltimore, Maryland 21202
  Historical materials relating to the life and history of Baltimore.

- National Colonial Farm
  Accokeek, Maryland 20607
  Farming as practiced in 18th century. Exhibits of colonial farm implements and crop strain.

- Steppinstone Museum
  Dublin, Maryland 21154
  This museum houses an extensive collection of early American tools. It provides an excellent overview of the kinds of tools used by early Americans and the role of the apprentice in the various trades.

- Chesapeake and Ohio Canal National Historical Park
  Georgetown to Cumberland
  Museum at Great Falls Tavern shows artifacts and displays of this transportation development. Rides on reproduction of canal boats on recently repaired canal section available at Georgetown. Open daily, winter, 9 A.M. to 5:30 P.M.

Farming Related

- National Agricultural Research Center
  Contact: Tour Coordinator
  Beltsville, Maryland 20705
  Phone: 1-344-2403

- To establish field trips to farms involved in:

tobacco	vegetables	cattle
fruits	dairy products	Amish farming

  St. Mary's County and throughout the state.
  Contact: Ed Swecker
  Extension Agent - Agricultural Science
  St. Mary's County Governmental Center
  Leonardtown, Maryland 20650
  Phone: 475-5621

- Carroll County Farm Museum
  Westminster, Maryland 21157
  A collection of artifacts from early farm communities in a simulated setting of life on an early farm.

COMMUNITY RESOURCES

Annapolis Historical Society
18 Pinckney Street
Annapolis, Maryland 21401

Bethelehem Steel Corporation
1 N. Charles Street.
Baltimore, Maryland 21218
Telephone: 685-5700

Calvert County Historical Society
Prince Frederick, Maryland 20678
Telephone: 535-0293

Charles County Chamber of Commerce
Box 593
La Plata, Maryland 20646
Telephone: 934-3501

McCormick Company
Light Street
Baltimore, Maryland 21230

Maryland Department of Agriculture
Parole Plaza Office Building
Annapolis, Maryland 21401

Maryland Department of Economic and
Community Development
2525 Riva Road
Annapolis, Maryland 21401

Maryland Department of Economics and Commerce
Maryland Division of Tourism
Annapolis, Maryland 21401

Maryland Historical Society
201 West Monument Street
Baltimore, Maryland 21201

Maryland Shipbuilding and Drydock Company
P.O. Box 537
Baltimore, Maryland 21203

Society for Restoration of Port Tobacco, Inc.
Port Tobacco, Maryland 20677
Telephone: 934-8141, Extension 282

St. Mary's City Commission
St. Mary's City, Maryland 20686
Telephone: 994-0779

St. Mary's County Chamber of Commerce
Route 5, Box 41-A
Mechanicsville, Maryland 20659
Telephone: 884-5555

St. Mary's County Historical
Society Museum
Leonardtown, Maryland 20650
Telephone: 475-2467

Tri-County Council of Southern Maryland
Charlotte Hall, Maryland 20622
Telephone: 884-2144